HAWAI'I COMMUNITY COLLEGE
UNIT ANNUAL REVIEW REPORT

Instructional Technology Support Office (ITSO)

Date February 16, 2017

Review Period
July 1, 2015 to June 30, 2016

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit 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.

UNIT DESCRIPTION

Describe the Unit	
Provide the short description as listed in the current catalog.	ITSO is not described in the catalog. Below is the description from the college website: 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.
Provide and discuss the unit's mission (or goals and objectives if no unit mission statement is available).	ITSO supports the mission and goals of the college by providing faculty with instructional design support to increase the effective use of instructional technology. We are committed to assisting faculty in the design and development of instructional materials for distance education courses.

Comprehensive Review information

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/	
Year	N/A – First Comprehensive Review scheduled for this year.
URL	N/A
Provide a short summary regarding the last Comprehensive Review for this unit. Discuss any significant changes to the unit since the last Comprehensive Review that are not discussed elsewhere in this review.	N/A

QUANTITATIVE INDICATORS

ARPD Data
URL:https://www.hawaii.edu/offices/cc/arpd/academicsupport.php?action=quantitativeindicators&year=2016&college=HAW&program=187

Related ARPD report: Technology Resources (captured 2/15/17, pasted on the following page)

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

Part I: Program Quantitative Indicators

Overall Program Health: Not Yet Applied

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

Demand Indicators		Program Year			Demand Health Call
		13-14	14-15	15-16	
4	Number of online courses per year per total number of courses (live and online)	14%	15%	0%	
5	Number of student, faculty and staff computers per IT desktop support staff	810	0	16.6	Not Yet Applied
6	Number of service requests per FTE faculty and staff	29.6	0	0	
7	Duplicated number of faculty and staff attendees at technology workshops for faculty per faculty and staff FTE	0.7	0.8	0.5	
8	Duplicated number of student attendees at student technology workshops for students per student FTE	0.1	0	0	

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

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
	Common Survey questions				
11-1	I am satisfied with the customer service of the Help Desk/computer services staff	100%	0%	0%	
11-2	I am satisfied with the response time of the Help Desk/computer services staff	100%	0%	0%	
11-3	The computers on campus meet my needs	100%	0%	0%	
11-4	I am satisfied with the quality of work of the instructional design faculty and staff	100%	86%	0%	
11-5	I am satisfied with the quality of technology training	100%	89%	0%	
Community College Survey of Student Engagement (CCSSE)		Survey Year			
		2012	2014	2016	
12	4.j. Used the Internet or instant messaging to work on an assignment				
	Mean	2.77	3.01	0.00	
	Very Often	32.1%	6.3%	0.0%	
	Often	27.9%	12.3%	0.0%	
	Sometimes	25.0%	32%	0.0%	
	Never	15.0%	49.3%	0.0%	
13	9.g. Using computers in academic work				
	Mean	3.06	3.23	0.00	
	Very Much	41.6%	48.4%	0.0%	
	Quite a Bit	31.1%	29.6%	0.0%	
	Some	18.5%	18.2%	0.0%	
	Very Little	8.8%	3.8%	0.0%	
14	12.g. Using computing and information technology				Not Yet Applied
	Mean	2.77	2.94	0.00	
	Very Much	28.4%	34.2%	0.0%	
	Quite a Bit	33.1%	33.9%	0.0%	
	Some	25.9%	23.2%	0.0%	
	Very Little	12.6%	8.7%	0.0%	
15	13.1.h. Frequency of computer lab use				
	Mean	1.96	2.11	0.00	
	Often	25.9%	35.1%	0.0%	
	Sometimes	29.9%	28.9%	0.0%	
	Rarely/Never	29.1%	25.1%	0.0%	
	Don't Know or N/A	15.1%	10.9%	0.0%	
16	13.2.h. Satisfaction with computer lab				
	Mean	2.43	2.5	0.00	
	Very	37.9%	46.2%	0.0%	
	Somewhat	32.0%	32.6%	0.0%	
	Not At All	5.7%	4.5%	0.0%	
	N/A	24.5%	16.7%	0.0%	
17	13.3.h. Importance of computer lab				
	Mean	2.42	2.55	0.00	
	Very	58.2%	65%	0.0%	
	Somewhat	25.7%	25.4%	0.0%	
	Not At All	16.1%	9.6%	0.0%	

Last Updated: February 14, 2017

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

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

 *ASU Common Survey was not deployed in 2015-2016

If no ARPD data is available for the unit, please provide and discuss relevant and/or comparable data as available from the unit's records.

Additional Data

Number of online sections (fall 2015) Change over fall 2014 (increase of 11)	91 +13.75%
Number of online sections (spring 2016) Change over spring 2015 (decrease of 5)	70 -6.7%
Laulima orientation video views (July 1, 2015-June 30, 2016)	509
Number of technology workshops conducted by ITSO	25
Duplicated number of faculty/staff attendees at technology workshops conducted by ITSO per faculty/staff FTE	104
Number of unduplicated faculty/staff who met with ITSO for one-on-one consultations/support/training	47
Number of contact hours of one-on-one consultations/support/training	227.08
Number of participants in 2015-2016 OCDP program (5/2015-5/2016)	6
Number of participants in 2016-2017 OCDP program (began 5/2016)	11

ITSO Workshop Feedback Data

Workshop evaluation forms were distributed at each of the 25 workshops delivered by ITSO in 2015-2016.

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

Data from 2015-2016 ITSO Services Survey

This survey is deployed each year in April, and was sent to all faculty/staff that interacted with ITSO during the 2015-2016 year. Of the 70 surveys that were sent out, we received 22 responses (31.4%)

ITSO staff has been helpful in answering my distance education questions/concerns. (ITSO Services Survey)	94.1%
I am satisfied with level of support and services ITSO provides (ITSO Services Survey)	90.1%
I am satisfied with ITSO's response times to requests for assistance (ITSO Services Survey)	95.0%
I am satisfied with the information provided by ITSO regarding distance education. (ITSO Services Survey)	87.5%
Working with ITSO, I have become more comfortable with teaching online. (ITSO Services Survey)	86.7%
Working with ITSO, I have become more comfortable with using Laulima. (ITSO Services Survey)	93.8%
Working with ITSO, I have been able to improve my course design. (ITSO Services Survey)	86.7%

ANALYSIS OF THE UNIT'S DATA

Describe, discuss, analyze, and provide context for the unit's data.	
Discuss, analyze, and provide context for the unit's ARPD health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories as applicable.	**The APRD does not provide health scores for Technology Resources. Below are self –assessed health scores followed by discussion based on unit data that was collected based on our specific operations and functions.** **Demand Health – Healthy** The percentage of online sections increased approximately 4% percent over last year, indicating a slight increase in demand despite an approximate 8% decrease in student FTE. ARPD data also show demand for technology training for faculty/staff, with .5 attendees (duplicated) per faculty/staff FTE. Despite a decrease from the previous year, ITSO staff conducted the vast majority of the technology training

	provided (25 educational technology related workshops in East and West Hawaiʻi, servicing 104 of the 124 attendees).
	While live training for students was reported as 0.0, ITSO provides Laulima Orientation to students in the form of an on-demand video. This video was produced as a result of an assessment of our delivery of the orientation through which we found in-person workshop sessions were not well attended, and therefore not effective. The new video orientation was published on July 30, 2014, and was viewed 509 times during this reporting period.
	2015-2016 ITSO contact data show that ITSO personnel met with 47 unduplicated faculty and staff for a total of 227.08 contact hours.
	Efficiency Health – Healthy
	While there are no data measures related to ITSO in the ASU ARPD, 2015-2016 ITSO Services Survey results show that 90.1% of respondents are satisfied with the level of support and services ITSO provides, and 95.0% are satisfied 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 2015-2016), ITSO Services Survey data indicate 94.1 % of respondents felt ITSO staff has been helpful in answering their distance education questions or concerns, 86.7% felt they have become more comfortable with teaching online, and 86.7% felt they were able to improve their course design having worked with ITSO.
	Workshop evaluations also indicate ITSO's effectiveness, with 96% of respondents agreeing that the information and skills gained in the workshops could help improve their effectiveness at Hawaiʻi CC. In addition, 100% felt the workshops were valuable and informative.
	ITSO also trained six instructors through the 2015-2016 Online Course Development Program (OCDP), a comprehensive program consisting of a six-week intensive training on online course development, support throughout the course development, and follow-up during the semester they taught their classes. There are currently 11 participants in the 2016-2017 program that began in May 2016.
Describe, discuss, analyze, and provide context for unit data that was collected based on its	See discussion above.

specific operations and functions. Examples could include, but are not limited to, work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.	

Describe any trends, and any internal and/or external factors that are relevant to understanding the unit's activities during the review period.	• Unit Staffing
	    o ITSO's APT position was vacated in March 2015 and not filled until September 2015. This impacted services provided in 2015-2016 due to training needed for new staff member.
	    o 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.

Discuss other strengths and challenges of the unit that are relevant to understanding the unit's activities during the review period.	N/A

Report and discuss all major/meaningful actions and activities that occurred in the unit during the review period. For example:	
Changes to the unit's services, functions, and/or operations.	None.
Changes to the clients it serves (students, faculty, staff, community, UH System etc.).	None.
Personnel and position additions and/or losses.	ITSO Personnel include one full-time 11 month non-instructional faculty and one full-time 11 month APT Band A staff member (no change to positions during report year) ITSO's APT position was vacated in March 2015; filled in September 2015.

Other major/ meaningful activities, including responses to previous CERC feedback, if applicable.	None.

Describe, analyze, and celebrate the unit's successes and accomplishments. (For example, *more students were served* **OR** *the unit successfully integrated new strategies/technologies***.)**

Discuss what the unit has been doing well that needs to be maintained and strengthened.	**1. 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 is currently in its fifth and final year as originally designed and funded through the VCAA office. Over the five year course of the program, a total of 43 faculty and lecturers have participated in the program. While recognizing the value in the training this program provides, ITSO also acknowledges the program's limitations: • Limited availability – The program is conducted only once per year, with the bulk of the instruction/course build occurring during the summer. • Time commitment – It requires a large commitment on the instructor's part during their off-duty period. • Audience – The majority of instructors teaching online classes are lecturers. This is also reflected in the program participation, with 23 of 43 participants being lecturers. During the fourth year OCDP (2014-2015), ITSO began working with the Academic Senate ad hoc Distance Education committee in to find a way to scale the OCDP to serve more instructors (with an emphasis of reaching more faculty members). As a result, the ad hoc Distance Education committee proposed an on-demand professional development system that would employ digital badging to document participation and skill/competency attainment. The

	framework was based on the OCDP, but would allow interested parties to participate on their own time and earn digital badges that can be used as "credentials." Work began to build this new comprehensive digital badging system in 2015-2016 (with expected beta-testing in fall 2016 and full implementation in spring 2017). 2. **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 number of unduplicated faculty/staff served and total contact hours decreased slightly (54 to 47; 262 hrs. to 227 hrs.), we are finding that each semester we are interacting with new people, indicating the use of instructional technology is spreading, including among classroom-based instructors.
Validate these successes by discussing positive improvements in the unit. Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).	See above for discussion.

Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.	
Identify and discuss the unit's challenges/obstacles.	As mentioned earlier in this report, Unit Staffing issues presented challenges for the unit in this reporting year: • ITSO's APT position was vacated in March 2015 and filled in September 2015. New staff member required intensive training and supervision throughout the year. This impacted the unit by having to rely more heavily on the faculty member to provide most unit services. • Both staff positions are located in East Hawaiʻi. Without someone to provide in-person support to Pālamanui, unit staff members drive over and repeat all workshops in person at Pālamanui, but most one-on-one conferences and support provided via phone/email/web conferencing.
Discuss changes and actions taken to address those	See above for discussion.

challenges.	
Describe and explain the results of these actions.	See above for discussion.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	Complete training so that the APT staff member is able to work more independently and perform the full load of the position.

UNIT ACTION PLAN

Discuss the unit's prior year's (AY14-15) action plan and results.	
Describe the unit's action plan from the prior review period and discuss how it was implemented in AY15-16.	To support the College's mission to serve all segments of the Hawai'i Island community ITSO will continue to work towards improving distance education courses through training and support of distance education faculty. This will be done through the following activities:
	1. Conducting in-person workshops to provide training on Laulima and other educational technology topics
	Although in-person workshops are not well attended, it gives us a chance to invite all instructors to learn about using technology in their courses. This allows instructors the opportunity to become familiar with the technology tools and to use them in their current classes (regardless of delivery mode). It also eases their transition into distance education if they decide to teach online the future.
	2. Working directly with faculty through individual consultations
	The majority of contact with online faculty occurs through individual consultations. This comes in many forms, from quick troubleshooting support to complex course development projects that require multiple meetings and numerous hours of development work.
	3. Developing a digital credentialing (badging) system to document training and recognize faculty's attainment of technology and online teaching skills
	To expand training opportunities, as well as provide the faculty a way to document their skills and professional development, we will be working on a new digital badging system. This system will be based on on-

	demand training (video or other web-based training), with an artifact (evidence) to demonstrate their mastery/attainment of the learning outcomes.
	4. Continue the Online Couse Development Program (OCDP)
	The 4th cohort of this ongoing program will be ending in May 2016, and the 5th cohort will begin in May 2016. The OCDP is a structured, comprehensive training program that prepares, instructs, and supports faculty in the design, development, and teaching of an online course.
	5. Communicating distance education-related information with faculty
	We use several methods to communicate distance education related information. We conduct semester meetings with online faculty to provide a forum to network and discuss issues, maintain a support site in Laulima, and have several pages of content on the College website. We also have a blog site and use direct email to communicate directly with our faculty.
Discuss the results of the action plan and the unit's success in achieving its goals.	**1. Conducting in-person workshops to provide training on Laulima and other educational technology topics**
	ITSO conducted 25 technology related workshops in the reporting year, with a total attendance of 104.
	2. Working directly with faculty through individual consultations
	ITSO worked with 47 faculty/staff members for a total of 227 contact hours.
	3. Developing a digital credentialing (badging) system to document training and recognize faculty's attainment of technology and online teaching skills
	The planning and design for the system was completed, and the system framework and platform were created.
	NOTE: In summer 2016 it was learned that a committee has been formed by UH System ITS to review our current LMS (Laulima). The outcome of this review could significantly impact future training and this digital credentialing system. As a result, this project was put on hold in August 2016.
	4. Continue the Online Couse Development Program

	(OCDP)
	The 4th cohort ended and the 5th cohort began in May 2016 with 11 participants.
	5. Communicating distance education-related information with faculty
	We sent out 18 announcements via the ITSO-Dev support site, published 14 blog posts, and sent several email messages to communicate distance education related information. We also held a meeting with online faculty in October 2015 to provide a forum to network and discuss issues, maintain a support site in Laulima. In addition we continue to maintain several pages of content on the College website.
Discuss any challenges the unit had in implementing that action plan or achieving its goals.	1. Staffing issues as discussed earlier in this report made it more challenging to provide workshops. In addition, low attendance is still a persistent issue. 2. Staffing issues as discussed earlier in this report made it more challenging to provide individual consultations. 3. As noted above, it was learned that a committee has been formed by UH System ITS to review our current LMS (Laulima). The outcome of this review could significantly impact future training and this digital credentialing system. As a result, this project was put on hold in August 2016. 4. None. 5. None.

- Did the unit review its website during AY15-16? Please check the box below that applies.

  ☐ Reviewed website, no changes needed.

  ☑ Reviewed website and submitted *most recent* change request to webmaster on 2/2/17.

  ☐ Reviewed website and will submit change request to webmaster.

  ☐ Unit does not have a website.

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

Discuss the unit's overall action plan for AY16-17, based on analysis of the unit's data and the overall results of unit outcomes assessments conducted during AY15-16.	Benchmarks and Timelines for implementation and achievement of goals.
Action Goal 1: We will alter the questions on the workshop evaluations. We will drop the question, "What questions do you still have?" and add, "How has your comfort level with Laulima or DE tools changed due to the workshop?"	**Benchmarks/Timelines:** Revise survey – August 2016

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?

Revising questions on the workshop evaluations will help us derive more information for the target assessment question about how comfortable faculty and staff are teaching online or using Laulima due to ITSO intervention.

Continuing to tweak and offer improved workshops will provide better support services to the campus.

This action item targets UO1: Faculty will be increasingly comfortable integrating current instructional technology into curriculum due to the Instructional Technology Support Office's Laulima training and support.

| **Action Goal 2:**

 For the next year, we will continue to offer top quality workshops and faculty and staff support for teaching online and using Laulima. Since we are constantly making improvement tweaks in our workshops and training, the overall satisfaction will reflect ITSO's success at responding to this feedback. | **Benchmarks/Timelines:**

 Increase in satisfaction ratings in feedback (workshop evaluations, surveys, etc.) |

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?

This action item targets UO1: Faculty will be increasingly comfortable integrating current instructional technology into curriculum due to the Instructional Technology Support Office's Laulima training and support.

| **Action Goal 3:**

 N/A | **Benchmarks/Timelines:**

 N/A |

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?

N/A

RESOURCE IMPLICATIONS

> *NOTE: General budget asks are included in the 3-year Comprehensive Review.*
>
> *Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.*

Please provide a brief statement about any implications of or challenges with the unit's current operating resources.
N/A

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A
Include estimated cost(s) and timeline(s) for procurement.	N/A
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	N/A

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

UNIT OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on unit outcomes (UO) assessments conducted in AY 2015-16.

Unit Outcomes Assessed

- List all unit outcomes assessed during AY 2015-16.

Assessed Unit Outcome #	Unit Outcome Text
UO1	Faculty will be increasingly comfortable integrating current instructional technology into curriculum due to the Instructional Technology Support Office's Laulima training and support.

Assessment Strategies

For each UO assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>unit work or activity assessed</u>, including unit service records, client satisfaction surveys, and other types of assessment instruments.	This assessment targeted faculty who have participated in the following: Online Course Development Program (OCDP), workshops, meetings or one-on-one sessions (in-person, virtual or on the phone). This assessment will gather information in two ways: First, ITSO will collate data that identify the number of workshops (including the OCDP) delivered by ITSO and the number of participants. Each workshop will end with an evaluation of the effectiveness of the trainer and resulting comfort level of the faculty members in using online pedagogy and teaching tools. This qualitative data will be compared to that of previous years and will help ITSO to improve its training sessions. Secondly, ITSO will record hours spent with faculty in one-on-one sessions or meetings during the year. These instructors, along with the OCDP/workshop participants, will be targeted for a survey that will provide quantitative and qualitative results about the faculty members' experience with ITSO, overall. Note: Much of this data can be compared with previous years, as this survey includes questions that have also been asked in assessments other years.
a description of <u>who conducted the assessment,</u> (e.g., an individual unit faculty/staff member, <u>OR</u> a group of unit faculty/staff).	The assessment was conducted by the unit (surveys and evaluations were sent out on behalf of the unit)

a discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards used in the assessment.	<u>Workshop Evaluation:</u>
	
	• Please indicate the level of agreement with the following statements.
	(Likert Scale - N/A, Disagree, Somewhat disagree, Somewhat agree, Agree)
	
	    o I learned new things about {topic} that I can use in my class/project.
	    o From this session, I feel I gained information and skills that could help improve my effectiveness at Hawai'i CC.
	    o The presenter was knowledgeable about the topic(s).
	    o The presenter(s) were effective.

o Overall, I feel this session was valuable and informative.

- Open-ended questions

  o What did you like about this session? (Instruction, presentation delivery, materials, topics, etc.)
  o What are you still confused about?
  o In what ways could the presenter improve the delivery of this training?

April 2016 Survey Questions

- What is your experience in teaching online at Hawaiʻi Community College?

- How many sections of completely online classes have you taught in the UH system using Laulima?

- How many face-to-face courses have you taught using Laulima in some aspect of the course (for example, Gradebook, Discussions, Quizzes)?

- Have you participated in any of the Instructional Technology Support Office (ITSO) events/activities below? (Check all that apply)

  o Attended ITSO online faculty meeting(s)
  o Attended ITSO workshops
  o Participated in the 2014-15 OCDP
  o Worked with ITSO staff on my online class(es)
  o Worked with ITSO staff on my face-to-face class(es)
  o None of the above

- What kinds of ITSO services have you accessed this past year in regard to your online class(es)? (Check all that apply)

  o Worked with ITSO to design/re-design an online class.
  o Met with ITSO staff for assistance with specific DE/Laulima issues.
  o Called/emailed ITSO for assistance with specific DE/Laulima issues.
  o ITSO evaluated your online class.
  o I have not worked with ITSO on any of my classes.
  o Other

- Your previous answers indicate you have not worked with the Instructional Technology Support Office (ITSO) much this past year. Are there specific reasons why not? (Check all that apply)

  o I haven't had the need for assistance from ITSO this year.
  o I'd like to attend workshops, but cannot make the scheduled

	times.
	    ○ I'd prefer if training could be tailored and done in small/department groups.
	    ○ I have specific questions/needs and would prefer to learn through one-on-one sessions.
	
	• Please indicate the level of agreement with the following statements.
	(Likert Scale - N/A, Disagree, Somewhat disagree, Somewhat agree, Agree)
	
	    ○ ITSO staff has been helpful in answering my distance education questions/concerns.
	    ○ ITSO staff has been helpful in answering questions/concerns about Laulima.
	    ○ I am satisfied with the level of support and services ITSO provides.
	    ○ I am satisfied with the response time to requests for assistance.
	    ○ Working with ITSO, I have become more comfortable teaching online.
	    ○ Working with ITSO, I have become more comfortable using Laulima.
	    ○ Working with ITSO, I have been able to improve my course design.
	
	• Likert scale: Please indicate your comfort level teaching online or using Laulima that results from the work ITSO does and/or your experiences with the ITSO staff.
	
	• How could ITSO better help you to use technology for educational purposes?

Expected Levels of Achievement
- For each unit outcome (UO) assessed in AY 2015-16, indicate the benchmark goal for unit success.
  - example 1: "85% of students surveyed will rate the unit's services as meeting or exceeding their expectation";
  - example 2: "95% of service requests will be completed on time and to the satisfaction of the requester."

Assessed UO#	Benchmark Goal for Unit Success for Each UO Assessed
UO1	90% of faculty will express increasing comfort integrating instructional technology into curriculum due to the support and training with ITSO

Results of Unit Assessments

For each UO assessed in AY 2015-16:	
provide a <u>description of the assessment</u> <u>results</u> in terms of unit's attainment of the UOs.	Our expectation was the 90% of faculty would feel more comfortable teaching online or using Laulima due to ITSO support activities. Workshop feedback demonstrated general consensus that workshops are valuable and effective. Survey results confirm that ITSO surpassed expectations (in 93% of faculty becoming more comfortable using Laulima) or were close to making that mark (in 87% being more comfortable teaching online). 1. **ITSO Workshop Feedback** We collated evaluation responses to 25 workshops delivered during this reporting period by ITSO. Each of the workshops ended with an evaluation of the effectiveness of the trainer and questions about the skills attained and the value of the learning. The two relevant statements in the evaluation that we focused on for this assessment were these: • From this session I feel I gained information and skills that could help improve my effectiveness at Hawaii Community College. • Overall I feel this session was valuable and informative. For the first question, we had 94 responses. Of these, 90 (or 96%) answered that they agreed or strongly agreed that the workshop had helped the participant improve effectiveness. Four responses (4%) were neutral. For the second question, we had 95 responses. Of these, 100% of the participants stated that they agreed or strongly agreed that the session was valuable and informative. In addition, the evaluations asked open-ended questions, listed below, with responses included. **What did you like about this session?** The responses unanimously agreed that the presenter was "excellent," "on her game" and "detailed," "clear," and "productive." **What are you still confused about?** Areas of confusion varied and depended on the content of the workshop. Most online tools and techniques take time to learn, and many participants stated that they learned a lot in the session, but needed more time to integrate the learning.

In what way could the presenter improve the instruction?

- The room needs air conditioning (2 workshops)
- More time (5 workshops)
- Could happened sooner in the semester (1 workshop)

In 17 out of 25 cases, the responses to this last question were answered with confirmation that the instructor had done a good to excellent job, with the overwhelming bulk of the responses highly positive. The comments related to air conditioning in the room will prompt ITSO efforts to schedule in cooler facilities; however, computer rooms on campus are few, and the air conditioning is not something ITSO can always control.

The more relevant comments for this assessment have to do with timing. The five responses that say the instruction could improve with "more time" suggest that ITSO may need to consider lengthening the workshop sessions or providing follow-up instruction.

2. **Survey Results**

ITSO recorded 227.08 hours spent with 47 faculty/staff members in one-on-one sessions during the year. These instructors, along with the OCDP/workshop participants and meeting attendees, were targeted for a survey in April that provides quantitative and qualitative results about the faculty members' experience with ITSO.

Surveys were sent out to 70 faculty, lecturer, and staff members who attended ITSO events, or accessed ITSO services, and ITSO received 22 responses, or 31.4%.

For the purpose of this assessment, we focused on these three questions:

- I am satisfied with the information provided by ITSO regarding distance education.
- Working with ITSO, I have become more comfortable with teaching online.
- Working with ITSO, I have become more comfortable with using Laulima.

Seven participants (32%) who completed the survey were staff members, and answered *N/A* to these statements. We are therefore looking at the responses that are not *N/A*.

Data:

- I am satisfied with the information provided by ITSO regarding distance education.
  - % Agree or Highly Agree = 88%

	• Working with ITSO, I have become more comfortable with teaching online.
	  ○ % Agree or Highly Agree = 87%
	
	• Working with ITSO, I have become more comfortable with using Laulima.
	  ○ % Agree or Highly Agree = 93%

Other Comments

Include any additional information that will help clarify the unit's UO assessment results.	
Include comparisons to any applicable College or related UH-System service-unit standards, or to any national standards from industry, professional organizations, or accrediting associations, as applicable.	N/A

Next Steps – Assessment Action Plan

Describe the unit's intended next steps to improve assessment of the UOs based on the unit's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for revisions to assessment practices, and/or service or operational change, or increased student support:	
Changes to assessment practices, activities, or projects.	To derive more information for the target assessment question about how comfortable faculty and staff are teaching online or using Laulima due to ITSO intervention, we will alter the questions on the workshop evaluations. We will drop the question, "What questions do you still have?" and add, "How has your comfort level with Laulima or DE tools changed due to the workshop?"
Modifications to the unit's services, functions, operations, client relations, and/or faculty/ staff professional development activities over the next 3 years.	We will continue to offer top quality workshops and faculty and staff support for teaching online and using Laulima. Since we are constantly making tweaks in our workshops and training, the overall satisfaction will reflect ITSO's success at responding to this feedback.
Increases or changes in student support activities and services to support student learning and achievement.	N/A