1. Program or Unit Description

Program or Unit Mission or Purpose Statement

ITSO supports the mission and goals of the college by providing faculty with instructional design support to increase creativity and the effective use of instructional technology. We are committed to assisting faculty in the design and development of instructional materials for distance education courses.

What is the target student or service population?

ITSO’s primary target service population are instructional faculty and lecturers, but all professional development opportunities and relevant communication is extended to all campus employees.

2. Analysis of the Program/Unit

Discuss the Program’s or Unit’s strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program’s Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Demand:

In terms of demand, there is a continued demand for instructional technology support, which further increased in March 2020 due to the COVID-19 pandemic.

- ITSO staff logged 109 one-on-one consultations contacts, providing individual support to 36 faculty/staff for a total of 94.83 contact hours. The number of contacts only slightly increased over 106 from last year and the number of unduplicated people served decreased by 8, but the total contact hours increased by 43%. This is likely due to the large number of instructors new to distance education that needed to convert their spring, summer and fall 2020 classes to remote delivery beginning in March.
- The ITSO Badging Program was launched to replace the Online Course Development Program (OCDP) that ended with the 2019-2020 cohort. The Program was designed to be accessible on a larger scale than the OCDP which capped participation to 12 participants per year. The Badging Program is delivered asynchronously online, is available on-demand, and is designed in free standing modules so that it could be made available to any and all campus employees. Division/Department chairs can also recommend potential future lecturers, thereby allowing them access to the training prior to being hired. The Program launched in December 2019 with 17 modules and the first two certification levels. Between December 2019-June 2020, the program has seen:
  - 99 total participants (requested access)
  - 65 active participants (earned at least one badge)
  - 693 total badges earned
● 50 participants earned the Online Teaching - Level 1 badge
● 24 participants earned the Online Teaching - Level 2 badge

Offered nine “regular” workshops. This is one area in which there was a decrease in service. Approximately 5-6 additional regular workshops normally scheduled during late spring and summer were not held in 2020 due to the COVID-19 pandemic. However, new “special” workshop sessions were developed and offered during spring break and late spring to support faculty who transitioned their classes to remote delivery in March 2020.

Efficiency
The unit normally assesses the efficiency of our services through a question included in the ITSO Services Survey which is conducted annually in the spring. However, due to the COVID-19 pandemic, the survey was not deployed. However, in self-assessing the unit’s efficiency, we feel we have met the needs of our clients in a timely manner.

Throughout the reporting period, we have responded to all email and phone inquiries within 1-2 business days, and have scheduled consultation and support meetings upon request within one week. For the Badging Program, we communicate that work will be evaluated and returned within three business days of submission. Throughout the program, including the peak of activity in the Badging Program when there up to 64 badges awarded in a week, ITSO staff were able to evaluate and provide feedback on all work within the three-day window. The majority of submitted work was returned within one business day, and a small number returned on the second business day. There have only been a handful of cases where work was returned on the third business day.

Effectiveness
Client satisfaction and effectiveness are usually assessed using the following two questions included in the Academic Support Unit Satisfaction Survey which is conducted annually in April. However, due to the COVID-19 pandemic, this survey also was not deployed.

1. I am satisfied with the quality of work of the instructional design office (ITSO) faculty and staff.
2. I am satisfied with the quality of technology training offered by the College.

In lieu of this data, the unit looked to other available data to assess client satisfaction and effectiveness. For example, the unit looked at evaluations for quantitative data regarding workshops provided. After each workshop, participants are asked to complete a workshop evaluation. Below are the two questions and response rates pertinent to this discussion.

● From this session, I feel I gained information and skills that could help improve my effectiveness at HawCC.
  o Strongly Agree (89.9%)
  o Agree (0%)
  o Neutral (11.1%)
  o Disagree (0%)
  o Strongly Disagree (0%)
Overall, I feel this session was valuable and informative.

- Strongly Agree (89.9%)
- Agree (11.1%)
- Neutral (0%)
- Disagree (0%)
- Strongly Disagree (0%)

Based on this data, the unit believes the workshops provided are effective. Assessing the effectiveness of the unit’s other services, namely the Badging Program and individual consultations, quantitative data are not available. Initial evaluation of the Badging Program is scheduled for fall 2020. However, the unit believes these services are effective based on unsolicited anecdotal feedback received. Below are sample excerpts from email messages received:

- “Thank you so much for your support, the skills and tools I learned in this course are proving to be extremely valuable to me and my students.”
- “I wanted to thank you for helping me to empower myself. … So thanks for the self confidence in helping me navigate Zoom. My screen sharing went great!”
- “Thank you both so much for everything, including your really detailed feedback…These changes have made my class much better.”
- “Thanks for your feedback regarding my course! I appreciate all the feedback, so I can improve my course.”
- “I have learned a lot about the tricks and tools of Laulima. Thank you!”
- “Thank you very much for all your help and feedback! I did my best and I think I applied most of your suggestions/corrections for Course Starter… It was a challenge for me to complete this Course on my own, but your videos and instructions helped a lot!”
- “I’ve found the information in this Badging Program very informative and interesting! Not just for online instruction, but also for F2F. The format is easy to follow and separated into manageable sections. You folks did an excellent job putting this program all together as well as responding with comments to assignments!!”
- “Thank you so much for your constant support throughout the badging process! It was an amazing experience, and you’ve done such a good job making the work interesting and fun. Your feedback (your fresh eye) has been so helpful! I appreciate how much time that kind of rigorous teaching takes, and am just so grateful that you provide it!”

Discuss significant program or unit actions (new certificate(s), stop outs, gain/loss of position(s), results of prior year’s action plan, etc.). Include external factors affecting the program or unit.

There were several significant unit actions and external factors which affected ITSO during 2019-2020.

- **Staffing change**: The APT staff position which had been vacant since July 2018 was filled in January 2020. While this brought the unit to full capacity, bringing on a new staff member also contributes to a temporary dip in productivity while the new staff member is
being trained. It is anticipated that once fully trained, work production and capacity will increase.

- **External factor:** The COVID-19 pandemic unquestionably impacted the unit. Prior to the pandemic, the College regularly offered traditional classroom-based classes, campus-based video conference classes, and asynchronous online (Laulima) classes, with completely asynchronous online classes making up about 13-15% of class offerings each semester. However, when the pandemic hit, the College had to quickly shift classes to remote delivery over Spring Break to complete the spring semester. Some classes moved to completely asynchronous online delivery, while some utilized web-based video conferencing technology (e.g., Zoom) to continue synchronous instruction. It was eventually decided that summer classes would remain primarily off-campus. This abrupt shift to remote delivery severely increased the demand for services provided by ITSO. More instructors required training and support. In addition to existing training and support already available, new specialized training needed to be developed to support remote instruction.

- **New significant service:** ITSO also launched a new comprehensive professional development program in December 2019 (ITSO Badging Program). As mentioned in the previous Demand section, this program was developed to replace the OCDP. The OCDP was a facilitated cohort program that ran annually, beginning in summer 2012. Because of the program design, it was limited to 12 participants per year. The Badging Program, while also facilitated, is modular and available on-demand. This allows increased availability for faculty to participate at any time. The development and launch of the program turned out to be a blessing; it allowed us to better accommodate the increased need for training once the pandemic hit.

- **Update on last year’s action plan:** There were two changes planned based on last year’s action plan - (1) looking at the survey instrument and timing to see if the response rate could be increased, and (2) reviewing and revising the ITSO-Dev resource site, and re-launching it to increase traffic. Unfortunately, neither of these actions have been completed. The survey instrument was not deployed in spring 2020 due to the COVID-19 pandemic, but will be looked at in spring 2021. The ITSO-Dev resource site is still under review to assess its value and efficacy.

### 3. Program Student Learning Outcomes or Unit/Service Outcomes

a) **List of the Program Student Learning Outcomes or Unit/Service Outcomes**

1. Faculty will be increasingly comfortable integrating current instructional technology into curriculum due to the Instructional Technology Support Office’s Laulima training and support.
2. The online faculty, department chairs and administration will have clear and current information about distance education.
b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

UO 1: Faculty will be increasingly comfortable integrating current instructional technology into curriculum due to the Instructional Technology Support Office’s Laulima training and support.

c) Assessment Results.

This UO is normally assessed using a combination of workshop evaluation data and data collected by an anonymous, web-based ITSO Services Survey mentioned previously. The workshop evaluations are provided to all participants after each workshop, and the survey is normally sent to all administrators, department chairs, faculty teaching online classes, and any other faculty/staff members who have worked with ITSO. However, this survey, which is usually conducted each spring, was not deployed this year due to the COVID-19 pandemic.

As described above in Section 2 (Effectiveness), 89% of workshop attendees who submitted an evaluation form felt they gained information and skills that could help improve their effectiveness at Hawai‘i CC.

In addition, workshops about technology tools include questions that ask participants about their comfort level using the tool prior to and after the workshop on a scale from 1-10. While it can be difficult to aggregate this kind of data, all participants showed a gain of at least 1, to a high of 9. For participants who indicated their comfort level of five or less prior to the workshop (n=25), the average gain was 5.4. For those who marked their comfort level six or higher prior to the workshop (n=2), the average gain was 1.0.

d) Changes that have been made as a result of the assessment results.

Based on the data available, the assessment results are generally positive. In particular, the unit is encouraged by the gains in comfort level expressed by workshop participants. However, the unit recognizes that there was little data to complete this assessment. In light of this, two changes are planned:

- Looking at the ITSO Services Survey and timing to see if the response rate could be increased, and ensuring it is deployed in spring 2021. This is a continuation from the 2018-2019 action plan. This survey is used to assess both unit outcomes, and revision was not completed in 2019-2020 due to the COVID-19 pandemic.
- Develop and deploy an evaluation tool for Badging Program participants. This will provide additional data to assess the effectiveness of the training program.
4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

<table>
<thead>
<tr>
<th>Action</th>
<th>Impact</th>
<th>Outcome/Benchmark</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review/deploy ITSO Services Survey</td>
<td>Increase data collected regarding various ITSO services</td>
<td>Increase participation; better respond to faculty needs</td>
<td>Review in January, deployment in spring 2021</td>
</tr>
<tr>
<td>Develop and deploy an evaluation tool for the Badging Program</td>
<td>Gather data regarding the impact and effectiveness of the program</td>
<td>Initial data collection</td>
<td>Develop evaluation tool: fall 2020. Deploy evaluation: fall 2020/spring 2021</td>
</tr>
<tr>
<td>Continue development of the Badging Program</td>
<td>Increase professional development opportunities for faculty</td>
<td>New badging modules and levels</td>
<td>Ongoing, with a minimum of 4 new badges offered in AY 2021.</td>
</tr>
<tr>
<td>Redesign ITSO website and update ITSO Dev Laulima site</td>
<td>Redesign and update information for faculty, staff, students, public</td>
<td>Current and accurate information provided (including new compliance information)</td>
<td>ITSO Website redesign: fall 2020 ITSO Dev site update: spring 2021</td>
</tr>
</tbody>
</table>

Specify how the action plan aligns with the College’s Mission and Strategic Plan.

Improving and expanding the professional development for distance education leads to higher quality distance education courses being offered to our students.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.*
5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

1. To remain in compliance with State Authorization regulations, ITSO requests the renewal of the College’s participation in the State Authorization Reciprocity Agreement (SARA). Anticipated cost: $3,000.00 (recurring)

2. ITSO requests the continued support of badging by renewing our annual subscription with Acclaim (badging platform). Anticipated cost: $2,000.00 (recurring)