Academic Support/ITSO
Instructional Technology Support Office

ANNUAL
REPORT OF PROGRAM DATA
2021

July 1, 2020 through June 30, 2021

UNIVERSITY *of* HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

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 most professional development opportunities and relevant communication is extended to all campus employees.

2. Analysis of the Program/Unit

[UHCC Annual Report of Program Data (VARPD)](#)

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 ARPD 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). Provide an explanation of any significant changes to the program's Quantitative Indicators or unit's key performance measures in the year of this Review. Non-instructional units must provide URLs for unit-specific data and attachment(s) for relevant unit-developed metrics discussed in this Review.

Demand:

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

- **One-on-one consultations contacts**

	2018-2019	2019-2020	2020-2021
One-on-one consultations contacts	106	109	122
Unduplicated faculty/staff contacts	44	36	55
Total contact hours	66.25	94.83	114.38

There was an increase in all three metrics related to one-on-one consultations in 2020-21. This is likely due to the large number of instructors new to distance education that needed to plan for and teach their entire course via remote delivery in fall 2020 and spring 2021.

- **The ITSO Badging Program**

	2018-2019	2019-2020	2020-2021
Total participants (requested or had access to the badging site)	N/A – the badging program did not launch until 12/2019. The previous training (OCDP) had a total of 52 participants over 8 years who completed the equivalent of the Level 2 badge.	99	141
Active participants (earned at least one badge)		65	52
Total badges earned		693	441
Participants earned the Online Teaching - Level 1 badge		50	29
Participants earned the Online Teaching - Level 2 badge		24	17

The Badging Program was launched in December 2019 to replace the Online Course Development Program (OCDP) that ended with the 2019-20 cohort. The Program was designed to be accessible on a larger scale than the OCDP, which was capped at 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 all campus employees. Department chairs can also recommend potential future lecturers, thereby allowing them access to the training. The Program launched in December 2019 with 17 modules and the first two certification levels.

The program saw heavy usage beginning in spring 2020 due to the pandemic. Usage decreased slightly but remained heavy in 2020-21. This was anticipated due to the sudden surge in spring/summer 2020. Based on fall 2020 data from the Institutional Research, Analysis and Planning Office, Hawai'i CC employed 178 faculty and lecturers. With 141 participants signed up to participate in the badging program, this equates to nearly an 80% participation rate. While this number is not completely accurate (a few participants are APTs, and a few are potential future lecturers not yet hired), this is still a high rate of participation for a professional development program.

- **Workshops**

	2018-2019	2019-2020	2020-2021
Workshops offered	61	9	17
Total number of participants	71	65	158

This is one area in which there has been a steady decrease in demand over time due to declining participation. The number of workshops offered in 2019-20 was exceptionally low due to a planned sabbatical and the pandemic during that year. In 2020-21 "special" workshops developed and offered during summer 2020 to support faculty who transitioned their classes to remote delivery accounted for 7 of the 17 workshops offered, and 148 of the 158 participants. If these workshops are removed from the counts, there were 10 workshops offered (five of which were canceled due to lack of registration), with a total of 10 participants.

Efficiency

The unit assesses the efficiency of its services through a question in the annual ITSO Services Survey. The survey was administered over two weeks in April 2021 to 144 people including all administrators and division chairs, and faculty/staff who utilized ITSO services. The table below presents the number and percentage of respondents who answered Strongly agree/Agree to the statement, "I am satisfied with the response time to requests for assistance." The 2018-19 survey only received nine responses, and the survey was not deployed in 2019-20 due to the pandemic. And although the 2020-21 survey garnered just 26 responses (18.1% response rate), the data supports ITSO's efficiency in responding to the needs of the College.

	2018-2019	2019-2020	2020-2021
I am satisfied with the response time to requests for assistance	8/9 (88.9%)	N/A	22/26 (84.6%)

ITSO staff strives to respond to all email and phone inquiries within 1-2 business days, and to schedule consultation and support meetings within one week of a request. 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 ITSO staff were able to evaluate and provide feedback on all work within the three-day window.

Effectiveness

Client satisfaction and effectiveness are also assessed using Likert scale questions in the ITSO Services Survey described above in the Efficiency section. The table below presents the number and percentage of respondents who answered Strongly agree/Agree to the following statements.

	2018-2019	2019-2020	2020-2021
Workshops have helped me become more comfortable using instructional technology.	6/6 (100%)	N/A	14/17 (82.4%)
Working with ITSO, I have been able to improve my course.	4/5 (80%)	N/A	20/22 (90.9%)
Working with ITSO, I have become more comfortable with using Laulima.	9/9 (100%)	N/A	19/22 (86.4%)
Working with ITSO, I have become more comfortable with teaching online.	3/3 (100%)	N/A	17/21 (81.0%)
ITSO staff has been helpful in answering my distance education questions/concerns.	4/4 (100%)	N/A	22/24 (91.7%)
ITSO staff has been helpful in answering questions/concerns about Laulima.	10/10 (100%)	N/A	
I am satisfied with the level of support and services ITSO provides.	10/10 (100%)	N/A	22/24 (91.7%)

Although these data points are based on a small sample size, it is indicative of the unit's effectiveness in providing support and training to the campus.

Discuss significant program or unit actions and activities over the year of this Review. Include new certificate(s), stop outs, gain/loss of position(s), organizational changes, changes in unit operations or responsibilities, etc. Include a discussion of external factors affecting the program or unit.

There were two significant external factors which affected ITSO during 2020-21.

- **External factor: The COVID-19 pandemic**
  The pandemic continued to impact 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, since the pandemic hit, the College shifted classes to remote delivery in spring 2020. While a few classes returned to face-to-face instruction in fall 2020 and spring 2021, most classes continued distance delivery. Some classes moved to completely asynchronous online delivery, while some utilized web-based video conferencing technology (e.g., Zoom) to continue synchronous instruction. This shift caused a sustained increased demand for services provided by ITSO.

- **External factor: Shut down of Classic Google Sites**
  Several cohorts of faculty who participated in the OCDP used Classic Google Sites to create and house content that was displayed in various Laulima tools. In 2016, Google launched a new version of Google Sites, but it was not made available in our UH accounts until 2017. At that time, we were told that Classic Sites would not be discontinued. However, we were informed in spring 2020 that Classic Sites would be phased out and discontinued at the end of 2021. Since the New Google Sites cannot be linked and shown within Laulima the way the Classic Sites did, content created and housed in Classic Sites would need to be moved. We started planning in summer 2020 and began communicating this change with faculty in August 2020. We identified instructors still using Classic Sites with Laulima and offered to rebuild their content and related activities in Laulima. As a result, ITSO worked with eight instructors on rebuilding the content and related activities for 12 courses. This was a major undertaking that required 60-80+ person hours per course project depending on the complexity of the course build. The 12 projects were scheduled and completed November 2020-July 2021 to ensure all content was moved out of Classic Sites before the Fall 2021 semester began.

3. Program Learning Outcomes or Unit/Service Outcomes

a) List all Program Learning Outcomes (**PLO**s) or Unit/Service Outcomes (**UO**s) and their alignment to the College's Institutional Learning Outcomes (**ILO**s).

   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.

- *ILO 1: Communicate effectively in a variety of situations.*
- *ILO 2: Utilize critical thinking to solve problems and make informed decisions.*
- *ILO 4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.*

UO 2. The online faculty, department chairs and administration will have clear and current information about distance education.

- *ILO 1: Communicate effectively in a variety of situations.*
- *ILO 2: Utilize critical thinking to solve problems and make informed decisions.*
- *ILO 4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.*

b) List the PLOs or UOs that have been assessed in the year of this Review. Instructional programs must list the courses that have been assessed in the year of this Review and identify the alignment(s) of Course Learning Outcomes (**CLO**s) to the PLOs. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.

UO 2: The online faculty, department chairs and administration will have clear and current information about distance education. (ILOs 1, 2, 4)

c) Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meeting its Outcomes.

This UO is assessed using an anonymous, web-based survey to all administrators, department chairs, faculty teaching online classes, and any other faculty/staff members who have worked with ITSO to identify their awareness and satisfaction of the distance education related information communicated from ITSO.

In April 2021, ITSO sent out the 2020-21 ITSO Services Survey to a total of 144 people including all administrators and division chairs, and faculty/staff who utilized ITSO services in 2020-21. Over the two week survey period, 26 responses were received equating to an 18.1% response rate. Respondents included one administrator, one division/department chair, 13 instructional faculty members, one non-instructional faculty member, and 10 lecturers.

Of the 26 respondents:

- 20 (76.9%) indicated they called/emailed ITSO for information
- 20 (76.9%) read monthly newsletters and announcements sent via email by ITSO.
- 14 (53.8%) accessed the ITSO Dev resource site to retrieve information.

The survey also included an open-ended question asking how ITSO could improve in communicating information regarding distance education with the Hawaiʻi CC community. It received the following responses:

- "I like the newsletters. Teaching is feeling lonely to me at the moment, so helpful to hear how others are dealing with similar issues, even if I can't always squeeze in time for the workshops. Also, I don't know if others realize how valuable those Badging videos are just on the fly, when you need an answer to a specific question about how a Laulima setting works."
- "No improvement needed! They were all great!"
- "You do a great job!" / "All good!" / "They are the best!" (3)
- "When Covid is under control and everyone is vaccinated "Distance Ed" parties at beach pavilion where those good/innovative at it can share techniques with those not so skilled."
- "A quick reference guide would be nice especially setting up the overview page. I know there is help on the ITSO-Dev site but it took me forever to find what I needed."
- "I'm not a techie; I haven't a clue."
- "n/a. They are good at it."
- "no clue" / "n/a" (3)

The access rate for the ITSO Dev resource site to retrieve information is lower than the other two metrics, but as a resource site it does not usually "push" information out. It is a repository where information is stored and made available for users to access. The announcements tool in the site is used occasionally to post information and is pushed out to users' email. The consumption rate of these pushed announcements is likely captured in the "read monthly newsletters and announcements sent via email by ITSO" metric.

Based on the data available, the assessment results are generally positive, and indicate our clients are receiving and consuming the information we disseminate, and are satisfied with the information.

d) Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.

The unit recognizes that the response rate of the survey continues to be low. Over the past few years the unit has tried looking at the survey and timing to see if the response rate could be increased, but with little success. The unit will continue to explore other strategies to increase the survey response rate.

4. Action Plan

Previous Action Plan

This action plan must include an analysis of progress in achieving previous planned improvements including the results of the prior Comprehensive Review's action plan(s). Discuss how the goals identified in that prior action plan were met and the impact on the program or unit; or, if not met, discuss why and the impact on the program or unit, and whether those goals are being carried over to the current action plan.

Action:	Review/deploy ITSO Services Survey
Impact:	Increase data collected regarding various ITSO services
Outcome/Benchmark:	Increase participation; better respond to faculty needs
Timeline:	Review in January, deployment in Spring 2021
Discussion:	Completed. The survey was revised in January 2021, and deployed in April 2021. Although the response rate remains low (26), the 18.1% response rate was a 6.3% increase, up from 11.8% in 2019 (the survey was not deployed in 2020 due to the COVID-19 pandemic).

Action:	Develop and deploy an evaluation tool for the Badging Program
Impact:	Gather data regarding the impact and effectiveness of the program
Outcome/Benchmark:	Initial data collection
Timeline:	Develop evaluation tool: Fall 2020. Deploy evaluation: Fall 2020/Spring 2021
Discussion:	Completed. The Badging Program Participant Feedback Survey was developed in Fall 2020 and deployed in January 2021. The survey was sent out to 123 people who had access to the Badging site. The survey received 28 responses, equating to a 22.8% response rate. Of the 28 respondents: • 24 (85.7%) found the Badging Program's content helpful in preparing them to teach online. • 23 (82.1%) found the feedback on submissions to be helpful. • 24 (88.9%) found the tools provided (e.g. Syllabus template, planning worksheets, etc.) to be helpful.

Action:	Continue development of the Badging Program
Impact:	Increase professional development opportunities for faculty
Outcome/Benchmark:	New badging modules and levels
Timeline:	A minimum of four new badges offered in AY 21
Discussion:	Ongoing. Two new badging modules were released in AY 21. The unit was unable to meet the projected goal of four new badging modules due to the shutdown of Classic Google Sites and the need to rebuild their content and related activities in Laulima for 12 courses. The unit reflects that four modules per AY might have been too ambitious and expects to launch 3-4 new badging modules in AY 22.

Action:	Redesign ITSO website and update ITSO Dev Laulima site
Impact:	Redesign and update information for faculty, staff, students, public
Outcome/Benchmark:	Current and accurate information provided (including new compliance information)
Timeline:	ITSO Website redesign: Fall 2020 ITSO Dev site update: Spring 2021
Discussion:	Delayed. Critical updates were applied to the ITSO website and ITSO Dev site but the redesign of the website and a complete review of the ITSO Dev site were postponed due to the shutdown of Classic Google. The unit will work on redesigning the ITSO website in AY 22, and will review and update the ITSO Dev site in AY 23.

New Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Review, or as appropriate, update the action plan provided in your last Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

Be sure to focus on areas to improve as identified in ARPD data or unit-developed measures, the results of assessments of student learning or unit/service outcomes, and results of survey and other data used to assess your program or unit.

This action plan should include specific recommendations for improvement(s) or planned unit action(s) that will guide your program/unit through to the next program/unit Review cycle. The plan must include details of measurable outcomes, benchmarks and timelines.

Action	Impact	Outcome/Benchmark	Timeline
Redesign ITSO website and update ITSO Dev Laulima site (Continued from 2020)	Redesign and update information for faculty, staff, students, public	Current and accurate information provided	ITSO Website redesign: AY 21 ITSO Dev site review & update: AY 22
Continue development of the Badging Program (Continued from 2020)	Increase professional development opportunities for faculty	New badging modules	3-4 new badging modules in AY 22
Continue to explore strategies to improve survey response rate	Increase data collected regarding various ITSO services	Increase response rate; better respond to faculty needs	January-March 2022
Collaborate with other UHCCs to provide webinars	Provide a wider scope of professional development opportunities for faculty	New webinars and fewer canceled events due to lack of registration	1-2 collaborative webinars/trainings offered in AY 22

Specify how the action plan aligns with the College's Mission and [Strategic Plan](#). Include a discussion of how implementing this action plan will contribute to the College achieving the goals of the Strategic Plan.

Improving distance education related communication and professional development leads to a more informed campus, which contributes to higher quality distance education courses being offered to our students.

5. Resource Implications - * ONE-TIME BUDGET REQUESTS ONLY *

☒ **I am NOT requesting additional ONE-TIME resources for my program/unit.**

6. Optional: Edits to Occupation List for Instructional Programs

N/A