

**INSTRUCTIONAL TECHNOLOGY SUPPORT OFFICE (ITSO)
AY17-18 ANNUAL UNIT REVIEW (AUR)**

Review Period
July 1, 2017 to June 30, 2018

UNIT DESCRIPTION

Provide a short description of the unit's services, operations, functions and clients served.

The Instructional Technology Support Office (ITSO) supports the mission and goals of the College by providing faculty with instructional design support the effective use of instructional technology. In particular, ITSO provides professional development to Hawai'i CC faculty and lecturers in the use and integration of Laulima and other instructional technologies with a focus on distance education classes. The Unit also provides support to faculty, lecturers, and staff members through workshops and other professional development opportunities.

UNIT DATA and ANALYSIS

Briefly describe, discuss, and provide context for the unit's summary quantitative data related to the unit's operations, services and functions. Discuss trends, internal/external factors, unit strengths and/or challenges that can help the reader understand the units' data.

**OCDP – Online Course Development Program
(4 participants)**

The Online Course Development Program (OCDP) is an extensive program that guides a cohort of instructors through the creation and teaching of an online class from the ground up.

The **standard program** is designed for instructors who will be teaching online in fall or spring semester of the program year, and is implemented in four phases:

- Phase 1: Course Analysis & Design (6-week online course)
- Phase 2: Course Development (Independent study period with scheduled meetings)
- Phase 3: Course Implementation (either fall or spring)
- Phase 4: Course Feedback & Evaluation (due after CES results are available)

The 2017-2018 OCDP had four participants. This is the smallest cohort since the program's inception in 2012-2013. However, all four successfully completed the program, and continue to successfully teach online. It is difficult to determine the reason for this decrease in participation. However, two factors could include (1) that participation is voluntary, and (2) the first two phases of the program occur during 9-month faculty's off-duty period, so participation can be affected by their summer plans.

**Workshops
(20 sessions offered, 73 total participants)**

ITSO endeavored to maintain the number of workshops offered to the College despite a challenging schedule. The lead faculty member had been partially re-assigned to co-chair Accreditation (asked to decrease primary duties in ITSO) from fall 2016-fall 2018. As Accreditation efforts ramped up and peaked in 2017-2018, it became more and more difficult to schedule workshops, causing a slight decrease (5) in the number of sessions offered in this reporting year.

One-on-one Consultations, Support, Training (48 unique requestors, 175 requests, total 152.66 hours)

The number of requestors, number of requests and total hours all decreased over this reporting year despite the number of DCO (distance-completely online) and DIV (distance-interactive video) classes remaining relatively stable:

- DCO – 137 sections (2016-2017), 131 sections (2017-2018)
- DIV – 60 sections (2016-2017), 61 sections (2017-2018)

This could be due to the increasing skill/comfort level of faculty teaching distance education classes over time, resulting in a decreased need for one-on-one support.

Client Satisfaction (ASU Survey, 42 responses)

Based on the responses to two questions related to the Unit in the 2018 Academic Support Unit Satisfaction Survey, respondents indicated satisfaction with the Unit's services:

- I am satisfied with the quality of work of the instructional design office (ITSO) faculty and staff:
 - 50% Strongly Agree
 - 32.5% Agree
 - 17.5% Neutral
 - (2 blank responses)
- I am satisfied with the quality of technology training offered by the instructional technology office (ITSO) faculty and staff:
 - 37.5% Strongly Agree
 - 45% Agree
 - 17.5% Neutral
 - (2 blank responses)

UNIT ACTIVITIES, SUCCESSES and CHALLENGES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to the success of unit operations.

Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting unit operations. Explain what the unit did to address those challenges.

- Despite a small cohort size, the OCDP continues to be a successful Unit activity. It has become valued by the departments, who are starting to look at this training as a requirement for new instructors teaching online classes.
- Beginning August 2017, the Unit began sending monthly newsletters throughout the school year to the campus via email (sent to all faculty, staff and lecturers). This replaced a blog that was set up a few years prior but did not build a readership. These newsletters contain information and tips regarding distance education and instructional technology.
- UH/UHCC System Initiatives
The creation and implementation of new system initiatives resulted in additional duties and responsibilities to the Unit:
 - The UHCC’s Open Educational Resources (OER) initiative that became housed in ITS0 (co-led by Liberal Arts & Public Services Dean). This required the planning and development of a campus OER program, including an 8-week faculty professional development, and the development and management of a new “Textbook Cost: \$0” course designation process.
 - The UH’s initiative to create a cross-campus online AA degree program made up of 5-week online classes. This entailed regular meetings with system counterparts to develop the framework and training for online faculty as well as the facilitation of the training in summer 2018 and individualized support for program faculty.
- Staffing issues
 - As mentioned in the section above, the lead faculty member of the Unit was co-chairing accreditation which required a reduction in time and responsibilities in the Unit. The APT staff member in the Unit was also assigned a few new responsibilities during this time.
 - An ongoing challenge is that there is no on-site support for the Pāalamanui campus. The Unit does its best provide comparable services by offering all workshops in person at Pāalamanui, but most one-on-one conferences and support provided via phone/email/web conferencing.

RESOURCE REQUESTS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. “Budget asks” for the following three categories only may be included in the AUR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

BUDGET ASKS

- NONE