

Annual Report of Program Data (ARPD) – Educational Media Center

For Academic Year 2015-2016

[Educational Media Center](#)

[Distance Education](#)

[Learning with Technology for Teaching](#)

[Video Production](#)

The ARPD consists of six sections:

1. Description
2. Quantitative Indicators
3. Analysis
4. Action Plan
5. Resource Implications
6. PLO/PSAO Assessment

Program Mission

The Education Media Center (EMC) inspires, facilitates, and supports teaching and learning using technology.

The EMC will:

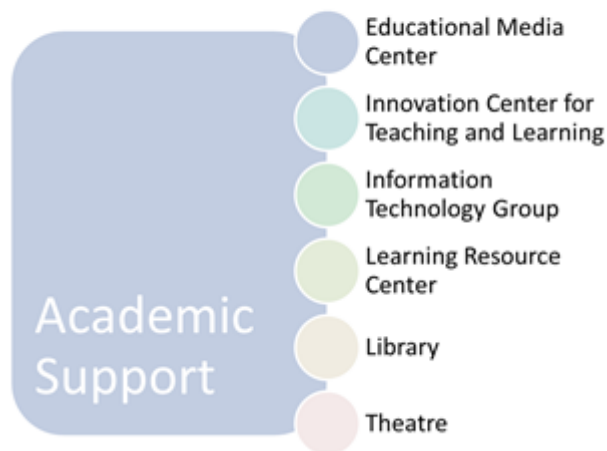
- inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformation throughout the institutional environment
- assist instructors in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students
- create and support effective digital age learning environments to maximize the learning of all students
- develop, implement, and assess technology-related professional learning programs
- model and promote digital citizenship

- demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening our knowledge and expertise.

History

The Educational Media Center (EMC) is an Academic Support unit at Leeward CC. The other Academic Support areas include the Innovation Center for Teaching and Learning, Information Technology Group, Learning Resource Center, Library, and Theatre as shown in the chart below.

Academic Support at Leeward CC



The Education Media Center (EMC) provides services and resources to inspire, facilitate, and support teaching and learning using technology.

The EMC's eleven faculty and staff work as a team to provide services in the following areas:

Distance Education (DE)

The Distance Education (DE) Unit coordinates and supports DE programs by providing student orientation and online support resources. The DE unit also provides professional development and support for instructors to teach DE courses.

Learning with Technology in Teaching (LwTT)

The Learning with Technology in Teaching unit provides facilitation and support for using technologies and applying effective learning strategies. The unit provides support to faculty and lecturers.

Video Production

The video production unit provides the campus with diverse media production services to meet instructional, informational, and marketing needs. The production team and studio offer the potential to develop creative and effective media products to enhance student learning.

Intec Services

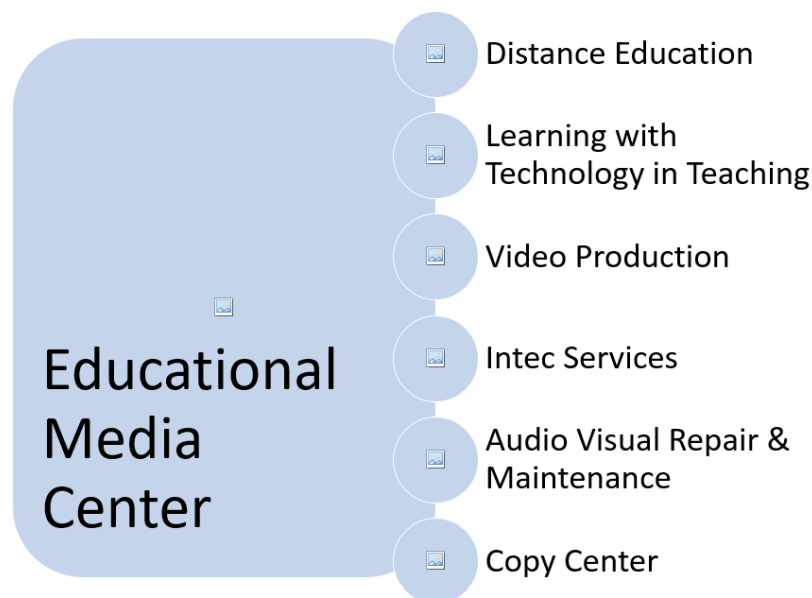
Intec Services provides Audio-Visual (AV) setup services for campus activities. This unit also provides support services for the HITS studio (2-way video conferencing), PolyCom video conferencing, and equipment checkout and maintenance services for the campus. The unit also provides consultation services for purchasing equipment and in AV system design for new or renovated learning environments.

Audio-Visual Repair & Maintenance

The campus' Electronics Technicians provide support, repair, and maintenance of classroom AV equipment, such as projectors, televisions, and Smart Classroom equipment.

Copy Center

The Copy Center provides copying, scanning, and related services for instructional and institutional campus needs. This unit also offers pay-for-services for students including printing and faxing services.



Faculty and staff

The Educational Media Center is comprised of eleven faculty and staff. There are four faculty, one clerical, and six Administrative Professional Technical (APTs).

Educational Media Center Coordinator (faculty): Leanne Riseley

Educational Media Center Secretary (clerical): Elizabeth Mano

Educational Technology Developers (faculty): Brent Hirata, Rachael Inake, Greg Walker (DE)

Educational Media Specialists (Video Production APT): Leslie Matsuura

Educational Media Specialists (Video Production APT, Grant-funded): Camden Barruga, Robert Oshita

Electronics Technicians (APT): Reef Amano, <vacant position>

Copy Center Supervisor (APT): Ronal Felipe

Distance Education

What is your program?

What is it supposed to do?

Who is involved?

A description of your program will briefly identify the program and enunciate the mission of the program and its basic goals. The description might include a brief history of the program and who (faculty and staff) is involved.

Outcome

Instructors receiving services from the Distance Education Unit will **create** and **reflect on** effective strategies to enhance online learning.

The DE Unit Mission

The DE unit is committed to encouraging and assisting instructors in ways that are consistent with adult learning, and the mission and resources at Leeward CC.

1. Creating innovative and effective ways to implement technologies

- a. Innovation in the use of distance learning technologies is critical since the technologies for learning at a distance delivery are constantly changing. Understanding the effective use of these technologies in ways that improve learning and enhance teaching is an increasing and ongoing process.

2. Developing online collaboration and interaction

- a. Collaboration and interaction are implicit in the very nature of online technologies and can eliminate traditional communication boundaries. and enables institutions to find ways to collaborate in serving the needs of students.

3. Connecting instructors, learners and community needs

- a. The use of distance learning technologies connects instructors and learners with educational resources, appropriate technology, and a variety of andragogical pedagogies.

What the DE Unit Does

- Provides professional development opportunities for faculty.
- Provides intercampus cooperation through online professional development.
 - Support teaching online by encouraging shared goals, using collective resources and connecting in a community of inquiry
- Removes personal and skill barriers for creating and designing online learning courses.
- Integrates emerging technologies into the planning, design, assessment and revision of online courses.
- Designs, develops, implements, assesses and revises regularly scheduled periodic online workshops for faculty in the areas of andragogy and the use of technology tools.
- Provides opportunities for instructors to experience and make choices about a range of ways in which they can enhance their online interactions.
- Assists instructors to identify and implement strategies that use appropriate and effective technologies for adult online learning.
- Provides ongoing support for instructors to enhance distance learning with technology.
- Analyzes the systematized data collected by the Office of Planning, Policy, and Assessment.
- Uses a systematic online course design process and promotes fostering regular and substantive interaction between instructor and students and among students and content.
- Provides regularly scheduled and periodic online training workshops for faculty in the areas of andragogy and the use of technology tools.
 - Provides faculty development initiatives to implement strategies to enhance online instruction.
 - Provides faculty development initiatives for emerging methodologies and technologies.
 - Provides faculty development initiatives on how to teach and facilitate online learning.

There is a need to provide formal and informal ongoing support and other resources to instructors at Leeward CC. Research in online learning is constantly evolving as new technologies and strategies are developed, tested, and adapted to varied contexts. While instructors often pursue independent development opportunities, a more systematic and structured approach is needed.

The DE unit fosters effective distance learning by encouraging and assisting in the development of innovative approaches to distance teaching, and by providing opportunities for faculty to learn and make choices about a range of ways in which they can enhance the effectiveness of online learning.

2. Quantitative Indicators

How is your program performing in terms of Demand, Efficiency, and Effectiveness data?

The data consists of NUMBERS—counts, percentages, rates.

Most programs submit ARPDs to the OVPCC website (Office of the Vice President for Community Colleges). OVPCC supplies them with data, standard to all similar programs in the University of Hawaii CC System. (<http://www.hawaii.edu/offices/cc/arpd/index.php>)

These data are related to three broad categories of program performance:

Distance Education

DEMAND

	AY 2014			AY 2015			AY 2016		
	All	DE	%	All	DE	%	All	DE	%
Headcount	10,187	4,798	47.1%	9,756	4,556	46.7%	9,780	4,4684	47.9%
Courses	436	110	25.2%	414	117	28.3%	439	124	28.2%
SSHs	128,168	26,851	20.9%	125,381	26,394	21.1%	123,495	27,659	22.4%
Instructors	319	100	31.3%	312	102	32.7%	306	107	35.0%

Indicators	2013-2014	2014-2015	2015-2016
DEMAND			
Number of FT faculty/lecturers to number of DE faculty support.	321 FT faculty/lecturers 1 faculty support	336 FT faculty/lecturers 1 faculty support	310 FT faculty/lecturers 1 faculty support
DE supply budget/Number of DE FT faculty/lecturers \$2500 DE budget	\$7.78	\$7.40	\$8.06
EFFICIENCY			
The Art of Teaching Online-	N/A	N/A	20 participants

Hybrid & Online Workshop			
How to Create Online Discussions (Asynchronous)	4 participants	9 participants	6 participants
How to Teach Online-2013 Introduction to Teaching Online- Part One- 201	11 participants	N/A	73 participants
Introduction to Teaching Online- Part Two	N/A	N/A	56 participants
Create an Online Course	10 participants	33 participants	88 participants
Laulima Challenge Fall Spring	13 participants 4 participants	9 participants 4 participants	13 participants 5 participants
21 Day Twitter Challenge	N/A	13 participants	21 participants
21 Day Instagram Challenge	N/A	26 participants	20 participants
Blog Challenge	8 participants	10 participants	NA
Blackboard Collaborate Moderator Training	3 participants	3 participants	7 participants
EFFECTIVENESS			
The Art of Teaching Online-Hybrid & Online Workshop	N/A	N/A	83% of participants agreed that participation allowed them to practice and learn how to teach online.
How to Create Online Discussions (Asynchronous)			83% of participants agreed that participation allowed them to practice and learn how to use online

			discussions
How to Teach Online-Teaching Online Challenge	<p>100% of participants agreed the resources provided will be useful to them.</p> <p>90% of participants agreed they are more confident teaching online after the workshop</p>	N/A	100% of the participants will implement what they learned in the Challenge
Introduction to Teaching Online- Part One	N/A	N/A	83% of participants agreed that participation and practice gave them a better understanding of how to teach online
Introduction to Teaching Online- Part Two	N/A	N/A	100% of participants agreed that participation and practice gave them a better understanding of how to teach online
Create an Online Course	100% of the participants strongly agreed their participation in the event provided them with the skills they need to create an online course	100% of the participants strongly agreed their participation in the event provided them with the skills they need to create an online course	91% of the participants strongly agreed their participation in the event provided them with the skills they need to create an online course
Laulima Challenge Fall	Fall and Spring	Fall and Spring	100% of the participants

Spring	100% of the participants strongly agreed their participation in the Laulima Challenge provided them with the basic skills needed to setup a Laulima course site.	100% of the participants strongly agreed their participation in the Laulima Challenge provided them with the basic skills needed to setup a Laulima course site.	strongly agreed their participation in the Laulima Challenge provided them with the basic skills needed to setup a Laulima course site.
21 Day Twitter Challenge	N/A	N/A	100% of the participants strongly agreed their participation in the "21 Day Twitter Challenge" allowed them practice learn to use Twitter
21 Day Instagram Challenge	N/A	N/A	100% of the participants strongly agreed their participation in the 21 Day Instagram Challenge allowed them practice learn to use Instagram

3. Analysis

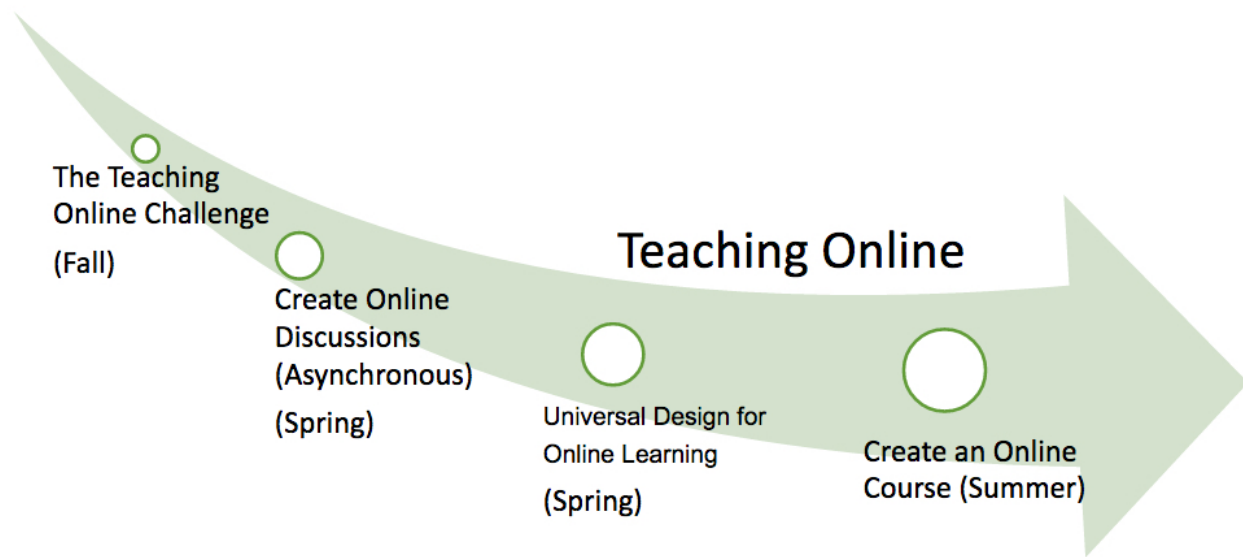
Is your program adequately satisfying that demand?

How do you know?

Are your resources being used efficiently?

Is the program doing what it's supposed to be doing? How do you know?

WHY do you suppose your Demand, Efficiency, and Effectiveness are the way that they are?



A 2012 [comprehensive literature survey](#) by Steven A. Lloyd, Michelle M. Byrne and Tami S. McCoy concluded that most professors believe digital education is not nearly as effective as classroom instruction because virtual instructors do not exchange visual cues with students.

The literature survey also found the deepest resistance are those with the least familiarity with digital instruction. Conversely, the more faculty members know about online education, the less they reject it. But since most faculty members have little or no experience with virtual education, resistance is widespread.

Leeward CC faculty and lecturers opinion of online education varies greatly, and older and higher-ranking faculty members exhibit the least support for online education. As a result, teaching online is often avoided for the comfortable respectability of conventional classrooms.

It is essential that Leeward Faculty and lecturers who instruct online are not only proficient in their subject area, but also specifically prepared for the unique challenges of online instruction, and adequately supported in their online pedagogy.

For these reasons, and with one DE faculty support position for 120 DE faculty and lecturers, the demand for distance services is always ongoing to help online faculty and lecturers provide specific evidence demonstrating that they:

- are prepared well to use modern information, communication, and learning tools
- are motivated self-starters who work well without constant supervision
- are student-centered and flexible, while maintaining high standards
- are able to promote online dialogue to deepen the learning experience
- foster community-building virtually and facilitate collaborative learning
- are able to collaborate with students and student support staff/ systems to further student participation and success in the online course
- specify learning objectives, and design activities and authentic assessments to measure mastery of the stated objectives
- are able to use adaptive technologies to meet individual student needs

- possess a sense of humor and are able to “project” their personality through developing an “online voice”
- exhibit mastery of the online environment(s) and the learning/content management development specifically geared to teaching online
- are effective in written communications

In fact, there is demand for teaching at a distance professional development throughout the UHCC system. To fill this need the EMC offers online professional development to all schools in the UHCC system

4. Action Plan

And, of course, a plan would supply information about

What is to be done

When it is to be done

Who is going to be involved

What do you expect to happen (and how will you know if what you expect to happen is actually happening—i.e., how will you assess outcomes).

The Action Plan can be framed as a set of recommendations.

This section of the ARPD should also review LAST YEAR’S RECOMMENDATIONS in terms of

What was done

When it was done

Who was involved

What happened (the results of assessment)

Why the effort was successful (or not)

What will be done to follow up.

The EMC professional development action plan for online educators reflects the following **principles and components:**

- The EMC’s instructional approach is based on effective online pedagogy/andragogy and delivery research.
- Professional development is mostly delivered online using the “model the model” design, where Leeward Faculty and lecturers experience the medium and the methods they will be employing online.
- Standards for course development and delivery are exacting, measurable, and observable.

- Leeward CC Faculty and lecturers practice and demonstrate mastery of all aspects of online teaching, from modifying activities to facilitating discussions and grading assignments.
- Ongoing professional development challenges are developed to stay current with new online teaching methods as they develop.

The EMC online professional development program will provide Leeward CC Faculty and lecturers with information and practice in the following areas:

1. Appropriate communications.
 - a. Online educators must develop an appropriate online “voice” because students do not have the advantage of facial expressions or body language.
 - b. The program will help Leeward CC Faculty and lecturers develop an appropriate online “voice”**
2. Appropriate and timely feedback.
 - a. Because online courses do not always have a “scheduled meeting time” that would allow teachers to address specific student concerns in a joint setting, online educators should reply promptly to student questions.
 - b. Online educators should complete grading and give feedback on assignments in a timely manner, as well.
 - c. The program will stress appropriate and timely feedback requirements and provide tools to meet them.**
3. Facilitated discussions.
 - a. Online educators must be guided to be effective online facilitators and need to practice this skill while in training.
 - b. The program will provide an online challenge where Leeward CC Faculty and lecturers are guided to be effective online facilitators by practicing this skill**
4. Facilitation of teamwork and multimedia projects.
 - a. The barriers to effective group-work are multiplied by the distance barriers of online teaching.
 - b. The program will develop effective strategies for small group activities in online courses.**
5. Adaptation of curriculum and materials.
 - a. So that online educators will be fully prepared to meet students’ needs, workshops include adjusting course materials and curricula in order to maximize effective learning.
 - b. The program will address how to adjust course materials and curricula in order to maximize effective learning.**
6. Adaptation of online tools to support effective instruction.
 - a. In order to maximize the effectiveness of the online instructional environment, online educators need to be proficient in the selection and use of a variety of online instructional tools, including synchronous and asynchronous

communication methods, text-based and multimedia-rich documents and simulations and hands-on laboratories.

b. The program will provide workshops in the selection and use of a variety of online instructional tools.

Based on the data and your analysis of those data, what might you all (you, your faculty and staff) do in the coming year?

1. New Online Professional Development
 - a. Effective strategies for small group online activities.
 - b. Online Facilitation Challenge
 - c. Social Media Tools for Online Instruction
2. Revise Surveys to meet Demand, Efficiency, and Effectiveness
3. NSO online

5. Resource Implications

What kinds of resources—funds, space, personnel, equipment, other materials—will be needed to carry out your Action Plan in the coming year?

[Edublogs](#)

[40 hour week student help](#)

[Blackboard Collaborate](#)

[Learning Management System \(Currently Laulima which is being paid for by the UH System\)](#)

[NSO](#)

You should briefly summarize your resource needs here, but you must also fill out the **Planning List Template**, which should be submitted to your Division Chair or Dean for prioritizing for the two-year budget process.

6. PLO/PSAO Assessment

Write and assess at least one support area outcome for 2016-2017 and upload results into TK-20.

DE workshop participants at least 80% agree they are satisfied with the services.

If you are an instructional program, you need to list out your program SLOs. If you are a service area unit, you may or may not have SLOs, but you probably have SAOs—Service Area Objectives. Please note: in our program review, you need to identify your PROGRAM SLOs, NOT your COURSE SLOs.

The OVPCC website refers to BOTH SLOs and SAOs as SLOs (Yes, that is confusing; but it is what it is).

You need to

- a. List out your PSLOs or your PSAOs.
- b. Indicate whether or not they have been assessed and when (there is a five-year “window” in which all SLOs/SAOs are supposed to have been assessed).
- c. Describe how they were assessed.
- d. Explain what outcomes were expected. (e.g., 85% or more of our clients should be satisfied or very satisfied with . . . or 70% of students will perform with 80% accuracy on . . .)
- e. Describe what outcomes actually resulted. (e.g., 75% were satisfied or very satisfied with . . . ; 65% of the students performed with 80% or better accuracy on . . .)
- f. Explain what the program will do given the outcomes of the assessment.

Learning with Technology for Teaching

Description

Outcome

Instructors receiving services from the Learning with Technology for Teaching unit will be able to use technologies and apply effective learning strategies.

The Learning with Technology for Teaching Mission

Our mission is to provide open access to learning that connects learner and community needs with educational resources, appropriate technology, and a variety of instructional pedagogies.

Our goal is to improve the quality of education by designing innovative, interactive, and collaborative learning environments by using technology to address the needs of adult learners. (LTT Mission - <http://blogs.leeward.hawaii.edu/teach/about/>)

What the Learning with Technology for Teaching Unit Does

Our services include helping faculty explore innovative educational technologies aimed at improving their teaching and students' learning, while accommodating faculty needs and schedules.

- Assist faculty to identify and implement strategies, which use appropriate and effective technologies and pedagogies.
- Through continual evaluation, improve the quality of education.
- Provide ongoing support for faculty to enhance learning with technology.
- Workshops: facilitated learning on a variety of teaching and learning technologies in a hands-on environment
- Consultation: individualized support through [Technology One-On-One](#)
- Online tutorials: self-paced online learning resources

The Learning with Technology for Teaching unit is committed to developing instructors with 21st-century technology and facilitation skills necessary to enhance and advance their teaching. Instructors work with the unit to become digitally literate professionals who use technology to transform their teaching to enhance educational experiences for students. It is through this partnership that the unit contributes to providing students a high-quality liberal arts and career and technical education, as stated in the college mission.

2. Quantitative Indicators

Indicators	2013-2014	2014-2015	2015-2016
DEMAND			
Tech It Out Day	80 participants 100% of participants who submitted the survey, strongly agreed or agreed that overall, the event was valuable. Survey results.	70 participants 100% of participants who submitted the survey, agreed that overall, the event was valuable. Survey results.	55 participants 100% of participants who submitted the survey, agreed that overall, the event was valuable. Survey results.
Syllabus Starter and Makeover Challenge Fall	NA	3 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results.	13 participants 50% of participants (one) who submitted the survey, strongly agreed, that overall, the workshop was valuable. Survey results.
Spring	NA	6 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results.	3 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results.
Gmail Challenge Fall	NA	16 participants 100% of participants	13 participants 100% of participants

Spring	(Using Gmail Like a Pro) 7 participants 100% of participants who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results.	who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results. 2 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results.	who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results. 4 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results.
Google Docs Challenge			
Fall	NA	9 participants 100% of participants who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results.	13 participants 100% of participants who submitted the survey, agreed that overall, the workshop was valuable. Survey results.
Spring	(Google@UH Documents Essentials) 6 participants 83% of participants who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results.	4 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results.	9 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results.
Transform Your Course Schedule Using Google Calendar	NA	2 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results.	NA
Stop Lecturing and Flip Your			

Classroom			
Fall	NA	NA	7 participants 100% of participants who submitted the survey, rated the value and the quality of the workshop to be “excellent”. Survey results .
Summer	NA	10 participants 100% of participants who submitted the survey, rated their experience in the workshop to be “excellent”. Survey results .	10 participants 100% of participants who submitted the survey, rated their experience in the workshop to be “excellent” or “good”. Survey results .
Assess Paperlessly Using Google Forms and Flubaroo	NA	NA	5 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results .
Capture It with SnagIt	NA	NA	6 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results .
Engage Your Audience with Educanon	NA	NA	10 participants 100% of participants who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results .
Putting the You in YouTube	NA	NA	7 participants 100% of participants

			who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results .
New Hire Online Orientation	NA	7 participants	7 participants
New Student Orientation (Laulima)			
Spring, Summer	1279 participants	1162 participants	NA
Fall	299 participants	284 participants	1256 participants
Teaching Excellence Program (TEP)	10 participants	9 participants	9 participants
Laulima Challenge			
Fall	13 participants 92% of participants who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results .	9 participants 100% of participants who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results .	13 participants 83% of participants who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results .
Spring	4 participants 100% of participants who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results .	5 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results .	5 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results .
Smart Classroom Challenge	NA	6 participants 100% of participants who submitted the survey, strongly agreed that overall, the workshop was valuable. Survey results .	9 participants 100% of participants who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results .
SMART Board Basics Challenge	NA	NA	5 participants 100% of participants who submitted the

			survey, strongly agreed that overall, the workshop was valuable. Survey results.
Nearpod	5 participants 100% of participants who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results.	1 participant 100% of participants who submitted the survey, was undecided that overall, the workshop was valuable. Survey results.	4 participants 100% of participants who submitted the survey, strongly agreed or agreed that overall, the workshop was valuable. Survey results.
Go Open, Go Free Using OER			
Fall	NA	NA	6 participants 100% of participants who submitted the survey, strongly agreed the overall quality was excellent. Survey results.
Summer	NA	14 participants 11 of the 14 participants responded to the survey. All 100% rated their experience as "Excellent" or "Good".	11 participants 9 of the 11 participants responded to the survey. All 100% rated their experience as "Excellent".
Pacific Region Learning Summit (weeklong conference with three tracks)	15 participants 100% of participants who submitted the survey, rated "good" or "excellent" overall. By track, 100% rated their experience as "good" or "excellent" in Experiencing New Ways of Teaching and Learning in the 21st Century; 100% rated their experience as "good"	35 participants 96% of participants who submitted the survey, rated "good" or "excellent". By track, OER 100% rated experience as good or excellent; Flipped 100% rated experience as excellent; Social Media 33% rated experience good or excellent.	38 participants 100% of participants who submitted the survey, rated "good" or excellent" overall. By track, OER 100% rated experience as excellent. Flipped Classroom 100% rated experience as good or excellent. Teaching Online 86% rater experience good or excellent.

	or “excellent” in Google Apps for Education.		
Technology One-on-One	8 requests via online form	33 requests via online form	15 requests via online form
EFFICIENCY			
Number of FT faculty/lecturers to EMC faculty (Fall)	321 FT faculty/lecturers 2.5 faculty support	336 FT faculty/lecturers 2.5 faculty support	310 FT faculty/lecturers 2.5 faculty support
EMC supply budget/number of FT faculty/lecturers	\$7.79	\$7.44	\$8.06
EFFECTIVENESS			
Tech It Out Day	98% of participants who submitted the survey, strongly agreed or agreed that their participation in Tech It Out Day provided them with the basic skills they need to use various technologies. Survey results .	97% of participants who submitted the survey, strongly agreed or agreed that their participation in Tech It Out Day provided them with the basic skills they need to use various technologies. Survey results . 24 participants applied for and earned the “ Tech It Out Day 2015 Participant ” digital badge for participating in four sessions. 10 digital badges, “ Tech It Out Day 2015 Facilitator ” issued to those who facilitated at least one 30-minute session.	100% of participants who submitted the survey, strongly agreed or agreed that their participation in Tech It Out Day provided them with the basic skills they need to use various technologies. Survey results . 29 participants applied for and earned the “ Tech It Out Day 2016 Participant ” digital badge for participating in four sessions. 15 digital badges, “ Tech It Out Day 2016 Facilitator ” issued to those who facilitated at least one 30-minute session.
Syllabus Starter and Makeover Challenge			
Fall	NA	100% of participants who submitted the survey, strongly agreed that their participation in the	100% of participants who submitted the survey, strongly agreed or agreed that their participation in

Spring	NA	<p>workshop allowed them to practice and apply their learning in creating and posting a syllabus using Laulima Syllabus. Survey results.</p> <p>100% of participants who submitted the survey, strongly agreed that their participation in the workshop allowed them to practice and apply their learning in creating and posting a syllabus using Laulima Syllabus. Survey results.</p> <p>4 participants earned the “Visual Syllabus Creator” digital badge.</p>	<p>the workshop allowed them to practice and apply their learning in creating a syllabus activity and visual syllabus. Survey results.</p> <p>1 participant earned the “Visual Syllabus Creator” digital badge.</p> <p>100% of participants who submitted the survey, strongly agreed that their participation in the workshop allowed them to practice and apply their learning in creating a syllabus activity and visual syllabus. Survey results.</p> <p>1 participant earned the “Visual Syllabus Creator” digital badge.</p>
<p>Gmail Challenge</p> <p>Fall</p> <p>Spring</p>	<p>NA</p> <p>NA</p>	<p>100% of participants who submitted the survey, strongly agreed or agreed that their participation in the workshop allowed them to practice and apply their learning in using Gmail. Survey results.</p> <p>13 participants earned the “Gmail Challenge Finisher” digital badge.</p> <p>100% of participants who submitted the survey, strongly agreed that their participation in the workshop allowed</p>	<p>100% of participants who submitted the survey, strongly agreed that their participation in the workshop allowed them to practice and apply their learning in using Gmail. Survey results.</p> <p>8 participants earned the “Gmail Challenge Finisher” digital badge.</p> <p>100% of participants who submitted the survey, strongly agreed that their participation in the</p>

		<p>them to practice and apply their learning in using Gmail. Survey results.</p> <p>2 participants earned the “Gmail Challenge Finisher” digital badge.</p>	<p>workshop allowed them to practice and apply their learning in performing email tasks and using strategies to organize and manage their Google@UH Gmail account. Survey results.</p> <p>4 participants earned the “Gmail Challenge Finisher” digital badge.</p>
Google Docs Challenge			
Fall	NA	<p>100% of participants who submitted the survey, strongly agreed or agreed that their participation in the workshop allowed them to practice and apply their learning in using Google Documents. Survey results.</p>	<p>92% of participants who submitted the survey, strongly agreed or agreed that their participation in the workshop allowed them to practice and apply their learning in using Google Documents. Survey results.</p> <p>13 participants earned the “Google Docs Challenge Finisher” digital badge.</p>
Spring	NA	<p>100% of participants who submitted the survey, strongly agreed that their participation in the workshop allowed them to practice and apply their learning in using Google Documents. Survey results.</p> <p>4 participants earned the “Google Docs Challenge Finisher” digital badge. 1 letter of completion awarded.</p>	<p>100% of participants who submitted the survey, strongly agreed or agreed that their participation in the workshop allowed them to practice and apply their learning in using Google Documents. Survey results.</p> <p>9 participants earned the “Google Docs Challenge Finisher” digital badge.</p>

Transform Your Course Schedule Using Google Calendar	NA	100% of participants who submitted the survey, strongly agreed that their participation in the workshop allowed them to practice and apply their learning in using Google Calendar. Survey results.	NA
Stop Lecturing and Flip Your Classroom Fall	NA	NA	<p>100% of participants who submitted the survey, strongly agreed or agreed that their participation in the workshop provided them with the skills to create a flipped lesson and activity. 100% of participants who submitted the survey, strongly agreed or agreed that they are confident in implementing their flipped lesson and activity with their students next semester. Survey results.</p> <p>2 participants earned the “Flipped Learning Creator” digital badge. 1 letter of completion awarded.</p> <p>100% of participants who submitted the longitudinal survey, strongly agreed that the technologies/pedagogies have been appropriate and effective in improving the quality of their teaching. Survey results.</p>

Summer	NA	<p>100% of participants who submitted the survey, strongly agreed or agreed that they feel confident in creating and implementing at least one flipped lesson and activity for their classroom next semester. Survey results.</p> <p>7 participants earned the “Flipped Learning Creator” digital badge. 2 letters of completion awarded.</p> <p>100% of participants who submitted the longitudinal survey, strongly agreed or agreed that the technologies/pedagogies have been appropriate and effective in improving the quality of their teaching. Survey results.</p>	<p>90% of participants who submitted the survey, strongly agreed or agreed that they feel confident in creating and implementing at least one flipped lesson and activity for their classroom next semester. Survey results.</p> <p>6 participants earned the “Flipped Learning Creator” digital badge. Letters of completion applications pending.</p> <p>100% of participants who submitted the longitudinal survey, strongly agreed and agreed that the technologies/pedagogies have been appropriate and effective in improving the quality of their teaching. Survey results.</p>
Assess Paperlessly Using Google Forms and Flubaroo	NA	NA	<p>100% of participants who submitted the survey, strongly agreed that their participation in the workshop allowed them to practice and apply their learning in using Google Forms and Flubaroo. Survey results.</p>
Capture It with Snagit	NA	NA	<p>100% of participants who submitted the survey, strongly agreed that their participation in the workshop allowed them to practice and apply their learning in using Snagit. Survey results.</p>

			results.
Engage Your Audience with Educanon	NA	NA	100% of participants who submitted the survey, strongly agreed or agreed that their participation in the workshop allowed them to practice and apply their learning in using Educanon. Survey results.
Putting the You in YouTube	NA	NA	100% of participants who submitted the survey, strongly agreed or agreed that their participation in the workshop allowed them to practice and apply their learning in using YouTube. Survey results.
New Student Orientation (Laulima) Spring, Summer Fall	Participants who submitted the survey rated the Laulima Orientation session 4.4 of 5.0, overall. Survey results. Participants who submitted the survey rated the Laulima Orientation session 4.6 of 5.0, overall. Survey results.	Participants who submitted the survey rated the Laulima Orientation session 4.5 of 5.0, overall. Survey results. Participants who submitted the survey rated the Laulima Orientation session 4.6 of 5.0, overall. Survey results.	NA Participants who submitted the survey rated the Laulima Orientation session 4.4 of 5.0, overall. Survey results.
New Hire Online Orientation	NA	7 Participants 90% of the participants who submitted the completion survey strongly agreed that after completing this orientation, they gained useful information that can help improve their effectiveness at Leeward Community	7 Participants 90% of the participants who submitted the completion survey strongly agreed that after completing this orientation, they gained useful information that can help improve their effectiveness at Leeward Community

		College.	College.
Teaching Excellence Program (TEP)	Participants who submitted the survey rated TEP 4.3 of 5.0, overall. Survey results.	Participants who submitted the survey rated TEP 4.5 of 5.0, overall. Survey results.	Participants who submitted the survey rated TEP 4.7 of 5.0, overall. Survey results.
Laulima Challenge			
Fall	NA	100% of participants who submitted the survey strongly agreed or agreed that their participation in The Laulima Challenge provided them with the basic skills they need to use Laulima as an instructor to set up a Laulima course site. Survey results.	100% of participants who submitted the survey strongly agreed or agreed that their participation in The Laulima Challenge provided them with the basic skills they need to use Laulima as an instructor to set up a Laulima course site. Survey results.
Spring	NA	5 participants who finished the Challenge earned the “ Laulima Challenge Finisher ” digital badge. 100% of participants who submitted the survey strongly agreed that their participation in The Laulima Challenge provided them with the basic skills they need to use Laulima as an instructor to set up a Laulima course site. Survey results.	All 13 participants who finished the workshop earned the “ Laulima Challenge Finisher ” digital badge. 100% of participants who submitted the survey strongly agreed that their participation in The Laulima Challenge provided them with the basic skills they need to use Laulima as an instructor to set up a Laulima course site. Survey results. 2 of 5 participants who finished the workshop earned the “ Laulima Challenge Finisher ” digital badge.
Smart Classroom Challenge	NA	(Smart Classroom Orientation) 100% of the participants who	100% of the participants agreed their participation in the session provided

		Note: A number of participants were librarians from other campuses who did not implement.	Note: A number of participants were librarians from other campuses who did not implement.
Pacific Region Learning Summit (weeklong conference with three tracks)	6 of the 15 participants responded to a longitudinal survey (1 year later). 67% reported they are currently applying the technologies/pedagogies they learned in PRLS. 100% agreed the technologies/pedagogies were appropriate and effective in improving the quality of their teaching.	24 of the 35 participants responded to a longitudinal survey (1 year later). 75% reported they are currently applying the technologies/pedagogies they learned in PRLS. 95% agreed the technologies/pedagogies were appropriate and effective in improving the quality of their teaching.	23 of the 38 participants responded to a longitudinal survey (1 year later). 83% reported they are currently applying the technologies/pedagogies they learned in PRLS. 100% agreed the technologies/pedagogies were appropriate and effective in improving the quality of their teaching.
Technology One-on-One	NA	NA	NA

What do those numbers seem to be telling you . . . in terms of Demand, Efficiency, and Effectiveness?

Is there a demand for your program and its services?

Is your program adequately satisfying that demand? How do you know?

Are your resources being used efficiently?

Is the program doing what it's supposed to be doing? How do you know?

WHY do you suppose your Demand, Efficiency, and Effectiveness are the way that they are?

Analysis

All workshops include learning activities to promote critical thinking and application. We offer a variety of one-time and series types of workshops. All of our one-time, starter workshops have been re-designed into challenge-based workshops since those have worked well for our Laulima and Google Apps workshops. These "challenge" workshops are 1.5 hours of hands-on learning with a problem/scenario or several authentic tasks that participants work collaboratively on together to accomplish while learning new technologies. We've observed participants fully engaged and learning because they are faced with problem solving instead of information being told to them that they'd have to remember. Also, by working with others, they are working collaboratively and socially which helps them to learn and do, and not just remember. We've found that by also modeling good teaching and learning practices in our workshops, we help to set good examples. For a listing of instructors who benefited from our unit's services and were

able to demonstrate using technologies and applying effective learning strategies, visit our blog in the “Featured Instructor” category: <http://blogs.leeward.hawaii.edu/teach/category/featured-instructor/>.

Turnout for most workshops average at about 6 participants. This is the typical size we’ve always had. A small class size is preferred for us to spend more individualized time with participants and for participants to fully engage with each other in their learning during the workshop.

Our “Stop Lecturing and Flip Your Classroom” workshop series in Fall 2015 and then, re-designed in Summer 2016 was a success. We created an experiential flipped learning experience and modeled good facilitative practices. Additionally, with the implementation of a worksheet to help participants plan their lessons and activities using an instructional design approach and a website template to present their lessons and activities, participants were able to carefully plan and implement their flipped learning lessons. Here is a collection of their flipped learning artifacts: <http://blogs.leeward.hawaii.edu/teach/flipped-learning-lessons-artifacts/>.

We’ve awarded digital “Finisher” or “Creator” badges for completing the “Challenge” workshop or other workshops we offer as incentives to participate in our professional development offerings and as a way to help faculty include evidence in their dossiers. If they implement what they learn in the workshop then they can earn a letter of completion to include as evidence in their dossiers. This has helped to provide additional reason/incentive for folks to attend.

The unit is responsive to instructional needs, on such need was to orient instructors to the SMART board technology installed in the education building classrooms. A Smart Board Basics Challenge workshop was developed and offered in Spring 2016. The intent of the workshop was to provide instructors with a basic working knowledge of basic features of the SMART Board. During the workshops participants were given a task to perform in order to show competence with the SMART Board into their instruction. As a follow up we invited instructors to implement and use the SMART Board in an activity and reflect on their implementation in a blog post. The unit’s responsiveness is also evident in that after a few years, we change the topics of our workshops to meet the emerging technology and pedagogical trends.

Developing engaging instruction using technology is another area in which instructors have a need. The LwTT unit developed a workshop on Nearpod. Nearpod leverages our robust campus wireless network, mobile tablet devices and instructor content to engage learning activities.

Longitudinal Surveys and Findings

PRLS

Each summer, the Educational Media Center spends significant time, energy and resources to provide a week-long, in-depth, professional develop

pment opportunity for instructors. Therefore, we conduct a follow-up survey to participants of Pacific Region Learning Summit to find out the long term impacts on their professional learning and if there were impacts on their students' learning. The topics for the tracks are changed every year or every few years to keep up with the trends in education and technology. Participation in PRLS has steadily increased

38 participants attended PRLS 2016. 24 participants responded to the survey. Based on the survey, 100% of participants who responded to the survey, rated PRLS as "good" or excellent" overall at the completion of the workshop. One year later, participants were asked if the technologies/pedagogies have been appropriate and effective in improving the quality of their teaching and 100% agreed it had been.

Complete survey results may be found at this [link](#).

OER

During the Spring semester, the Educational Media Center has been conducting a 7-week, flipped workshop series called Go Open, Go Free Using OER. Because of the significant amount of time instructors spend in this workshop, we conduct a follow-up survey with them a year later.

In Spring 2016, 6 participants completed the flipped workshop series. All six earned the "[OER Creator](#)" digital badge in which they created three deliverables to earn the badge.

4 of 6 responded to a longitudinal survey (1 year later). 100% reported they are currently applying what they learned in Go Open, Go Free in the classes they teach. 75% agreed the technologies/pedagogies were appropriate and effective in improving the quality of their teaching.

In Summer 2015 and 2016, as part of PRLS, the Go Open, Go Free Using OER workshop was conducted. While the objectives were the same as the flipped workshop, the format was purely in-person and we incorporated guest speakers. The challenge with getting quality data from these workshops were a large percentage (nearly 50%) were librarians or support staff from other campuses, not instructional faculty for whom the workshop was designed. The librarians were observing and borrowing from what we had developed to take it to their respective campuses. Therefore, both the discussions during the workshop and the data after the workshop was not as meaningful as we had hoped. As time goes on, we will probably have less support staff attending and will get more accurate data that can be analyzed.

Flipped Classroom

During the Fall 2015 semester, the Educational Media Center repeated the "Stop Lecturing and Flip Your Classroom" workshop done over the summer at PRLS 2015. This time, it was updated and reformatted into a five-week flipped workshop series in which we met once a week, in-person. Following, was three optional weeks of workshops focused on tools for flipped learning for additional hands-on learning for using various tools for flipped lessons and activities. Like PRLS, this was a significant, in-depth workshop so we conducted a longitudinal survey a year

later. At the time, two participants responded, with one saying, “Yes” to currently applying the technologies/pedagogies he learned in the workshop. Later, another participant reached out and said she applied and successfully implemented flipped learning lessons in her class. We featured her story on our blog: <http://blogs.leeward.hawaii.edu/teach/2016/05/09/kazukos-japanese-202-flipped-learning-lesson/>.

In Summer 2016, as part of PRLS, the “Stop Lecturing and Flip Your Classroom” workshop was delivered again, with revisions/enhancements and to fit the one-week, daily schedule of PRLS. A longitudinal survey was conducted a year later. Five out of seven or 71% reported that they are currently applying the technologies/pedagogies they learned in PRLS in the classes they teach. This is a collection of all participants’ flipped lessons artifacts: <http://blogs.leeward.hawaii.edu/teach/flipped-learning-lessons-artifacts/>.

The Longitudinal Surveys have provided good data from which we can draw conclusions. Overall, participants have applied what they learned in the professional development. They have also reported that what they learned has improved the quality of their teaching.

4. Action Plan

Based on the data and your analysis of those data, what might you all (you, your faculty and staff) do in the coming year?

And, of course, a plan would supply information about

What is to be done

When it is to be done

Who is going to be involved

What do you expect to happen (and how will you know if what you expect to happen is actually happening—i.e., how will you assess outcomes).

The Action Plan can be framed as a set of recommendations.

This section of the ARPD should also review LAST YEAR’S RECOMMENDATIONS in terms of

What was done

When it was done

Who was involved

What happened (the results of assessment)

Why the effort was successful (or not)

What will be done to follow up.

We will continue offering a variety of professional development workshops and events of different formats; for instance, one-on-one support and one-time one-hour basic workshops,

multi-part workshop series. We will continue to offer “Challenge” workshops for Lulima, Gmail, Google Docs, Syllabus, and SMART Board (new in SP16) every semester as a part of our “Starter Instructional Technologies” series.

We will continue with our surveys. Satisfaction surveys for the workshops and events. We will also continue longitudinal surveys for multi-day events to find out how instructors implemented and how it affected their teaching. We decided not to continue with the end-of-semester survey to see if instructors applied/implemented what they learned in all of our workshops they attended for the semester and what their results were because it was hard to measure the impact on the participants of one-time workshops after several months. We will also continue to feature several faculty and what they’ve implemented since attending our workshops or working one-on-one with us, on our [“Learning with Technology for Teaching”](#) blog to share with the campus and show evidence of implementation and application of what was learned. Emails with our recent blog posts go out to the campus frequently.

The Learning with Technology for Teaching (LwTT) unit has a well documented history of working with instructional faculty to support and enhance their teaching with technology. It is evident that not all instructional faculty are hired on a permanent basis and may in fact leave the institution after as little as one semester. As a unit we do not differentiate between permanent and tenure track instructional faculty. It is worth mentioning that tenured track instructors in general have a longer term commitment to gradual professional improvement, whereas a faculty with a short term contract will need to show rapid growth in short amount of time. It would seem that the short term contract faculty will need more time in order to achieve technology competency. While in fact the return on time invested by the LwTT unit may dissolve when a short term faculty leaves. Looking down the road the LwTT unit may find value in tracking percentage of time spent on professional growth for tenure track faculty independent from the profession growth/ time committed to short term contract faculty. However, at this time, it is not a priority and LwTT does not have an accurate way of tracking tenure track faculty and lecturer employment.

5. Resource Implications

What kinds of resources—funds, space, personnel, equipment, other materials—will be needed to carry out your Action Plan in the coming year?

You should briefly summarize your resource needs here, but you must also fill out the **Planning List Template**, which should be submitted to your Division Chair or Dean for prioritizing for the two-year budget process.

We anticipate working closely with University of Hawaii Information Technology Services to pilot and make progress toward the selection of a Learning Management System (LMS). This LMS will support both face-to-face and online instruction.

In the previous year the LwTT unit work with the Innovations Center for Teaching and Learning to develop a New Hire Online Orientation (NHOO). This NHOO was meant as an alternative to the face-to-face new hire orientation. The NHOO continues to be used each semester as newly hired faculty and staff miss the in person orientation. The content of the NHOO will need significant updates. Articulate Storyline software is needed to update the NHOO project and maintain this valuable campus resource and ensures each new hire a learning opportunity that is engaging, up to date and relevant to their needs.

6. PLO/PSAO Assessment

If you are an instructional program, you need to list out your program SLOs. If you are a service area unit, you may or may not have SLOs, but you probably have SAOs—Service Area Objectives. Please note: in our program review, you need to identify your PROGRAM SLOs, NOT your COURSE SLOs.

The OVPCC website refers to BOTH SLOs and SAOs as SLOs (Yes, that is confusing; but it is what it is).

You need to

- a. List out your PSLOs or your PSAOs.
- b. Indicate whether or not they have been assessed and when (there is a five-year “window” in which all SLOs/SAOs are supposed to have been assessed).
- c. Describe how they were assessed.
- d. Explain what outcomes were expected. (e.g., 85% or more of our clients should be satisfied or very satisfied with . . . or 70% of students will perform with 80% accuracy on . . .)
- e. Describe what outcomes actually resulted. (e.g., 75% were satisfied or very satisfied with . . . ; 65% of the students performed with 80% or better accuracy on . . .)
- f. Explain what the program will do given the outcomes of the assessment.

Video Production

1. Description

The video production unit provides the campus with diverse media production services to meet instructional, informational, and marketing needs. The production team and studio offer the potential to develop creative and effective media products to enhance student learning.

Support Area Outcome:

Instructors will receive professional creative and technical assistance in the development of wide-ranging, high-quality, instructional and informational media products to meet their needs.

2. Quantitative Indicators

Indicators	2013-2014	2014-2015	2015-2016
DEMAND			
Production of Cable Courses for UHCC system	3	4	4
Campus Informational Videos	24	32	27
Client Projects	4	1	1
EFFICIENCY			
Number of students taking DE cable courses/number of video producers			
EMC supply budget/number of DE cable students			
EFFECTIVENESS			
Survey Results	Rated 92% "Strongly Agree" on questions regarding workmanship	Rated 93% "Strongly Agree" on questions regarding workmanship	Rated 100% "Strongly Agree" on questions regarding workmanship
Survey Results	Rated 92% "Strongly Agree" on questions related to successful communication of message or content	Rated 97% "Strongly agree" on questions related to successful communication of message or content	Rated 100% "Strongly agree" on questions related to successful communication of message or content

What do those numbers seem to be telling you . . . in terms of Demand, Efficiency, and Effectiveness?

Is there a demand for your program and its services?

Is your program adequately satisfying that demand? How do you know?

Are your resources being used efficiently?

Is the program doing what it's supposed to be doing? How do you know?

WHY do you suppose your Demand, Efficiency, and Effectiveness are the way that they are?

The data acquired through the EMC Video Production Surveys continues to show that users of our services find that our personnel are creative, supportive, and helpful (seen in the survey comments), and the work that is performed is professional, timely, and of good quality. Clients expressed a noticeable increase in satisfaction with the quality and effectiveness of the products we deliver. There was also an increase in the level of satisfaction with the efficiency of our workflow. 90% of respondents to our satisfaction survey indicated that Strongly Agreed that our work was delivered in a timely manner. The remaining response was an Agree.

The survey results can be viewed at the link below

<https://docs.google.com/spreadsheets/d/1QWZ1kLBpRWvEPtNaZ-jWmz66lsscGzXMj5FFP4eHsRc/edit#gid=0>

The equipment used in EMC productions is of high quality, and is evaluated and appraised for calibration, upgrades, or replacement annually. Every effort is made to elevate the level of productions, including the use of a recently renovated studio and the acquisition of an HD video production switcher that provides pathways for expansion and quality enhancements.

Demand for EMC production services continues to grow. In the last four years, we have gone from an average of six to eight production events a year, excluding cable course production which varies from three to five courses annually, to well over two dozen production events annually. During this particular period we delivered over two dozen products.

Our new facilities, efficient tools, and continuous attempts to streamline our workflow have contributed to this growth.

4. Action Plan

Based on the data and your analysis of those data, what might you all (you, your faculty and staff) do in the coming year?

And, of course, a plan would supply information about

What is to be done

When it is to be done

Who is going to be involved

What do you expect to happen (and how will you know if what you expect to happen is actually happening—i.e., how will you assess outcomes).

The Action Plan can be framed as a set of recommendations.

This section of the ARPD should also review LAST YEAR'S RECOMMENDATIONS in terms of

What was done

When it was done

Who was involved

What happened (the results of assessment)

Why the effort was successful (or not)

What will be done to follow up.

Following the previous period, the production unit undertook steps to reduce the time it takes to take a project from acquisition to distribution. A modest increase in satisfaction (one respondent replied with an “Agree” rating while all other respondents responded with “Strongly Agree” responses) shows that steps taken have been viewed positively. We continue to adapt to new versions of digital editing hardware and software and continue to research and implement methods to simplify transcoding and transfer procedures to eliminate time wasted on conversion issues.

1. The success of implemented steps will be continue to be evaluated through any documented increases in time to take projects from acquisition through delivery. The Video Production Planning document, a tool used by the Production Manager and the Coordinator of the Educational Media Center, has proven to be efficient in identifying project landmarks and deadline efficiency. This tool will continue to be used to track planning, actual production, and completion dates.
2. In order to assist staff in keeping current with developments and trends in production and educational technology, staff members will be tasked with researching and attending professional development opportunities that will strengthen both the EMC’s capacity to handle evolving technologies and increasing project workload, and each individual’s ability to improve, grow, and evolve professionally. By the end of the assessment period, each individual will have participated in at least one, documented, professional improvement opportunity. Proof of attendance and sharing of that experience through workshops, articles, blog posts, or presentations to EMC colleagues, will serve as evaluative tools.
3. In the last ARPD, an area that required attention was the lighting system in the EMC studio. The tungsten fixtures are inefficient consumers of power and generate heat which impacts the AC system in the studio. During this period, the first phase of our studio lighting upgrade was implemented. The first 6 LED lighting fixtures were purchased along with hardware to upgrade our dimming system. Funds are also available to upgrade our power distribution so that we can effect the partial transition to the LED lighting while continuing to maintain portions of our tungsten system. Further changes to the lighting system are reliant on funding beyond the Educational Media Center’s operating budget, so it is understood that this may be a standing item for some time to come.
4. The Production Unit’s cameras that were due for replacement, have been replaced with new Sony XDCam cameras. The older cameras are being retained for multi-camera and project work since they continue to deliver a good product.

5. Resource Implications

What kinds of resources—funds, space, personnel, equipment, other materials—will be needed to carry out your Action Plan in the coming year?

You should briefly summarize your resource needs here, but you must also fill out the **Planning List Template**, which should be submitted to your Division Chair or Dean for prioritizing for the two-year budget process.

Lighting system upgrades for the EMC studio will require replacement of tungsten fixtures that are ten to twenty years old, to LED lighting fixtures adapted to our existing lighting grid. The use of LED technology will benefit the campus in a number of ways. The use of LED requires lower power consumption. It also generates less heat which will affect the efficiency of the studio air conditioning system. Additionally, the LED fixtures are better designed and easier to carry and move around which makes for a safer work environment.

Total Cost \$60,000

This upgrade will continue in phases over five years (\$12,000 per year).

6. PLO/PSAO Assessment

If you are an instructional program, you need to list out your program SLOs. If you are a service area unit, you may or may not have SLOs, but you probably have SAOs—Service Area Objectives. Please note: in our program review, you need to identify your PROGRAM SLOs, NOT your COURSE SLOs.

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- a. List out your PSLOs or your PSAOs.
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- e. Describe what outcomes actually resulted. (e.g., 75% were satisfied or very satisfied with . . . ; 65% of the students performed with 80% or better accuracy on . . .)
- f. Explain what the program will do given the outcomes of the assessment.