2020 ANNUAL REVIEW OF PROGRAM DATA

Educational Media Center

UNIVERSITY of HAWAI’I
LEEWARD COMMUNITY COLLEGE
1. Unit Description

Educational Media Center Mission
The Educational 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 development 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.

The EMC is comprised of four distinct service units: Educational Technology, Video Production, Audio Visual (AV) Services, and Copy Center.

The EMC serves Leeward CC faculty, lecturers, staff, administrators, students, and the University community.

2. Analysis of the Program/Unit

The EMC selected to review the Educational Technology and Video Production units.

A. The Educational Technology (Ed Tech) unit inspires, facilitates, and supports teaching and learning using technology, whether it be in person, hybrid or completely online. Instructors and staff receiving services, such as workshops, consultations, and online learning resources from the Ed Tech unit will use technologies and apply effective learning strategies.

B. The Video Production unit provides the campus with diverse media production services to meet instructional, informational, and marketing needs.
Part A: Ed Tech Unit

Demand
The unit fulfills instructors’ demands for professional development and consultations to use technology to enhance their teaching and students’ learning.

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<tbody>
<tr>
<td>FTE faculty and staff</td>
<td>392</td>
<td>384</td>
<td>399</td>
</tr>
<tr>
<td>Duplicated number of faculty and staff attendees at technology workshops</td>
<td>186</td>
<td>223</td>
<td>607</td>
</tr>
<tr>
<td>Duplicated number of faculty and staff attendees at technology workshops for faculty per faculty and staff FTE</td>
<td>0.5</td>
<td>0.6</td>
<td>1.5</td>
</tr>
<tr>
<td>Average number of faculty and staff attendees per technology workshop</td>
<td>9</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Number of educational technology consultation requests</td>
<td>3</td>
<td>8</td>
<td>98</td>
</tr>
<tr>
<td>Number of online courses per year per total number of courses (live and online)</td>
<td>32%</td>
<td>35%</td>
<td>37%</td>
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Demand for services has exponentially increased in the current academic year, notably due to the ongoing COVID-19 pandemic in Spring/Summer 2020. Workshop demand increased 2.5 times more than last year. Formal educational technology consultation requests (which included emergency course re-design to online remote delivery requests) increased 12 times from last year. Due to the unprecedented, instantaneous shift of instruction modality to online and the resulting overwhelming demand placed on the Ed Tech unit, the full extent of the numerous ad-hoc campus workshops, web meetings, and impromptu consultations (web conference, phone, and email) could not be captured within this snapshot of quantitative data.

Efficiency
The unit utilizes its very limited personnel to serve the campus’ needs.

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<tbody>
<tr>
<td>FTE personnel</td>
<td>3.5</td>
<td>3.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Number of FTE personnel per FTE faculty and staff</td>
<td>0.01</td>
<td>0.01</td>
<td>0.004</td>
</tr>
<tr>
<td>Average number of faculty and staff attendees per technology workshop per FTE personnel</td>
<td>2</td>
<td>4</td>
<td>19</td>
</tr>
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</table>
Average number of educational technology consultation requests per FTE personnel

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
</tr>
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<tbody>
<tr>
<td>Average</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
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The Ed Tech unit faced a reduction in its FTE personnel due to a retirement (in Spring 2019) which led to the vacant position being swept and two interim personnel moves to administration and to EMC Coordinator (in Spring 2020). With the reduction to the 2019-2020 Educational Technology unit, there is now one full-time Educational Technologist and a half-time Educational Technologists/ half-time EMC Coordinator (11-month faculty members). The existing FTE personnel had to work significantly more to handle the increased demand and requests that it did undertake, almost 5 times more attendees per workshop and 32 times more requests per personnel.

**Effectiveness**

The unit provides high-quality professional development so instructors are able to effectively enhance their teaching and students’ learning.

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<tbody>
<tr>
<td>80% of workshop participants strongly agree or agree that overall, the workshop is valuable.</td>
<td>98%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>80% of workshop participants strongly agree or agree that the resources provided are useful to them.</td>
<td>99%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>80% of workshop participants strongly agree or agree that their participation in the workshops allow them to practice and apply their learning.</td>
<td>99%</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>80% of workshop participants strongly agree or agree that the format of the trainings is effective for their learning.</td>
<td>97%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Number of completion letters and (digital credential) badges applied for and earned.</td>
<td>38</td>
<td>6</td>
<td>154</td>
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The Ed Tech unit continues to provide professional development workshops that fulfill instructors’ needs to enhance their teaching and learning experiences. Workshops are developed and offered based on emerging industry trends in higher education and educational technology, initiatives from the UH system, campus response to COVID-19, and requests by instructors. They continue to be valuable (96%) and the resources useful (98%) to instructors and staff who participate in the workshops.

**Summary**

A strength of the Ed Tech unit is that we are innovative in the design, development, and facilitation of workshops, with a focus on andragogy (i.e. modifying pedagogy to focus on practices for adult learners), using technology to support active learning and collaboration versus learning how to use technology in isolation, and to become life-long learners and advocates for using technology to
enhance teaching and learning. We offer one-time and multi-session workshops in different modalities such as face-to-face and online. Some workshops are designed as challenge-based learning experiences to create an interactive, real-world, problem-solving situation for participants. This also allows us to model and involve participants in engaging ways to teach, learn, and facilitate, for a truly immersive learning experience that they can do as instructors and with their students to enhance their teaching and students’ learning experiences. Also, workshops are practical in which participants create (or start creating) artifacts that they can use right away in their teaching or for their classes. We continue to believe in 21st-century learning and follow a workshop format that encourages hands-on active learning activities. Our high evaluations in our workshop surveys reflect the quality and value of our workshops.

The Ed Tech unit is responsive to meet the demands of the campus and instructors’ needs. Many instructors need and/or seek professional development prior to the semester starting to prepare. Therefore, the week prior to the start of the semester (Week of Welcome), the Ed Tech unit plans and delivers a half-day educational technology conference called, Tech It Out Day (in Fall semesters), providing a sampling platter of educational technology sessions to support teaching and learning, and educational technology workshops such as Laulima and Syllabus Makeover Challenges to get ready for the semester. Tech It Out Day is our most popular event with an average of 70 attendees. We also offer workshops throughout the semester. With the new schedule of (mostly) no classes on Fridays, we offered a Tech Fun Fridays workshop series on Fridays. Although Fridays’ attendance remained similar to when we offered workshops on other weekdays in prior semesters, Tech Fun Fridays attendance did increase from an average of 5 (in Fall 2019) to 8 (in Spring 2020) when we offered the workshops synchronously online.

In the middle of Spring 2020 we were challenged with the COVID-19 pandemic resulting in a rapid switch to distance-delivered, remote, online teaching. The Ed Tech unit quickly responded with ad-hoc workshops on Google Meet, Zoom, Laulima, and Emergency Course Re-design from in-person to online delivery. At the end of Spring 2020 and stretching through the entire summer, the unit offered its 10-week CanDO PD (professional development) series to address the demand of in-person instructors transitioning their courses to online remote delivery. CanDO PD incorporates Leeward Distance Education Guidelines (for Distance Education classes) and Baseline Recommended Actions (for Distance-Delivered classes). A total of 90 instructors participated and 100% of survey respondents agreed or strongly agreed that the resources were useful and the experience was excellent or good.

The unit uses several measures to evaluate the effectiveness of workshops: surveys and badges of accomplishment. Surveys are given at the end of each workshop and survey results have shown that the workshops are effective for instructors’ needs to enhance their teaching and learning experiences. 99% of workshop participants strongly agree or agree that their participation in the workshops allow them to practice and apply their learning. 96% of workshop participants strongly agree or agree that the format of the training is effective for their learning.

For select workshops, participants may earn digital badges of accomplishment. Badges help to incentivize instructors who successfully complete the workshop’s objectives. Some are given upon
successful completion of the workshop’s objectives while others are optional and earned upon submission of an artifact. There were 154 participants who earned badges for 2019-2020.

Another strength of the Ed Tech unit is our committed and customized, year-round, one-on-one consultations, in-person, online via web conference, over the phone, and through email. The Ed Tech unit routinely communicates with the campus via email, to connect with and invite instructors to seek our assistance. For those who do not know who to contact, we provide a Technology Consultation (formerly TO^3) online request form for those seeking one-on-one assistance. As a result, we worked with numerous instructors to address their specific needs. Due to the pandemic, the number of formal requests rose significantly from 8 requests in the prior year to 98 requests this year. However, this number does not reflect the actual number of one-on-one consultations since we were unable to record all of the informal one-on-one requests made due to an overwhelming and time-sensitive demand.

Part B: Video Production Unit

Demand
The unit provides professional assistance in the development of a wide-range of quality instructional, informational and marketing media products to meet the needs of the campus.

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<tbody>
<tr>
<td>FTE faculty and staff</td>
<td>392</td>
<td>384</td>
<td>399</td>
</tr>
<tr>
<td>Estimated hours produced of televised courses (courses) and videos</td>
<td>150 hours (5 courses)</td>
<td>56 hours (2 courses)</td>
<td>27 hours (1 course and 27 videos)</td>
</tr>
<tr>
<td>Estimated hours produced of instructional, informational, and marketing videos</td>
<td>17</td>
<td>47</td>
<td>44 hours (~114 videos)</td>
</tr>
<tr>
<td>Client projects*</td>
<td>2</td>
<td>n/a</td>
<td>23</td>
</tr>
<tr>
<td>Number of clients served, unduplicated</td>
<td>n/a</td>
<td>n/a</td>
<td>31</td>
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*Projects varied in scope and production hours.

Prior to March 2019, the Video Production unit’s primary focus was to develop programming in the form of televised courses to fulfill the requirements of the HENC grant. For the past few years demand for producing televised courses under the HENC grant has reduced. Furthermore, after March 2019, HENC funding was not deposited due to reasons unknown at the UH System level. For now, HENC productions have been put on hold indefinitely.

Efficiency
The unit utilizes its very limited personnel to serve the campus’ needs.
In previous years, the HENC grant afforded the campus two FTE positions that contributed to the Video Production unit beyond the scope of the grant. However, the Video Production unit faced a reduction in its FTE personnel in Summer 2019 due to a retirement, Spring 2020 due to lack of HENC funding, and one PTE in Summer 2020 due to COVID-19 fund reductions. Therefore, in 2019-2020, there is only one full-time Media Design and Production Specialist (general-funded).

**Effectiveness**

The unit provides professional assistance in the development of a wide-range of quality, instructional, informational and marketing media products which are effective in meeting the needs of the campus.

Survey results this year show that the unit’s performance meets client expectations to well above the target.

Consistent with previous years, data acquired through the surveys continue to show that all clients feel the unit played an integral role in helping them organize their project and enhance its content (100%) and completed the projects in a timely manner (100%). Most felt the product was high quality and met their expectations (97%).

**Summary**

With the uncertainty of the HENC grant funding, televised courses have come to a halt indefinitely. ICS 211 being the last televised course produced in Spring 2020. With the Production Manager
position re-described to a Media Design and Production Specialist the focus of the production unit changed from televised courses to campus related instruction, informational and marketing videos. Demand and production increased due to classes shifting to hybrid and online modalities as a result of the COVID-19 pandemic in Spring 2020. The unit focused its services on CTE programs that traditionally rely on face-to-face interaction and hands-on learning. The Video Production unit (including two student assistants) was quick to respond and increased production from 47 to 114 videos, more than double from last year.

3. Program Student Learning Outcomes or Unit/Service Outcomes

The following SAOs have been assessed each year through surveys.

A. Educational Technology unit: Instructors will receive high-quality professional development so they are able to use technology to enhance their teaching and students’ learning.

B. Video Production unit: Instructors will receive professional assistance in the development of a wide-range of quality instructional, informational and marketing media products.

Part A. Educational Technology Unit

Based on the outcomes of the surveys, the Educational Technology unit will continue to offer professional development workshops to support instructors in using technology to enhance their teaching and students’ learning.

1. The services we provide fulfill instructors’ needs to enhance their teaching and learning experiences.
   a. Expected outcome: 80% of workshop participants strongly agree or agree that overall, the workshops are valuable. Actual outcome: 96%.
   b. Expected outcome: 80% of workshop participants strongly agree or agree that the resources provided are useful to them. Actual outcome: 98%.

2. The services we provide are effective for instructors’ needs to enhance their teaching and learning experiences.
   a. Expected outcome: 80% of workshop participants strongly agree or agree that their participation in the workshop allows them to practice and apply their learning. Actual outcome: 99%.
   b. Expected outcome: 80% of workshop participants strongly agree or agree that the format of the trainings (i.e. learning-by-doing and applying to their own situation) is effective for their learning. Actual outcome: 96%.

Part B. Video Production Unit

Based on the outcomes of the survey, the Video Production unit will continue to foster current client relationships and develop new relationships with different disciplines and the marketing department to provide video services at varying levels of production.
1. The services we provide fulfill clients’ needs for a wide range of quality instructional, and marketing media products.
   a. Expected outcome: 80% of clients feel the product delivered by the production unit is of high quality and meets their expectations Actual outcome: 97%.
   b. Expected outcome: 80% of clients strongly agree or agree that the team played an integral role in helping them organize my project and enhance its content. Actual outcome: 100%.

2. The services we provide are effective for clients’ needs for a wide range of quality instructional, and marketing media products.
   a. Expected outcome: 80% of clients strongly agree or agree that the team took the time to understand his/her project. Actual outcome: 100%.

4. Action Plan

Part A: Ed Tech Unit
Like last year, the evaluation process has been working well with surveys and badges. Regarding badges, the unit has begun awarding Badgr digital badges for completion of workshops. The unit will continue participating in the UHOIC systemwide working group on Digital Credentials (Badges).

In order to get a more accurate account of one-on-one consultation requests, the unit plans to manually submit completed service requests via our Technology Consultation request form on behalf of instructors and staff who have received services, but have not completed a formal service request form. This will help the unit collect all requests in one place and to get a more accurate count of one-on-one requests.

Demand for the units’ services has grown exponentially since last year. Therefore, we will continue offering a variety of professional development; for instance, one-on-one consultations, one-time workshops, and multi-part workshop series. We have also found it beneficial to have instructors help each other since we are outnumbered 0.004 to 1 FTE faculty/staff person. Therefore, we will continue fostering community at our professional development events and promoting what our faculty and staff do. We will also look at how to creatively offer our professional development workshops for the online modality as a result of the COVID-19 pandemic which could also help to handle the increased attendance.

During the COVID-19 pandemic, most courses have transitioned to hybrid or online modality. We anticipate that many will wish to continue in the online modality once campus classrooms open again. The unit will work closely with the Distance Education Committee and plan how best to support those that wish to continue teaching online or hybrid while upholding the quality of distance education at Leeward CC.
Part B: Video Production Unit
With the recent FTE and PTE positions lost and the increase in video related needs due to COVID-19 restrictions of face-to-face courses, the Video Production unit has reassessed its mission and goals for the coming academic year in order to meet the changing campus needs.

This year’s goals include:

1. Promote Video Production services so the campus community knows what services are available to them.
2. Expand the base of instructors utilizing Video Production services.
3. Increase use of video services for CTE programs who normally teach face to face in response to COVID-19 restrictions.
4. Develop a prominent role in the marketing of Leeward CC.
5. Explore emerging technologies and innovative approaches to Video Production, particularly in higher education.

Due to COVID-19 restrictions production services have been modified to comply with mandated requirements for social distancing.

The unit will promote Video Production services so the campus community is aware of what services are available to them, expanding the base of instructors utilizing Video Production services, increasing the use of video in the classroom, and exploring innovative approaches to Video Production, particularly in higher education.

The unit continues to explore the use of 360-degree video capture for use in instructional and marketing video. The current Media Design and Production Specialist has recently attained a UAS, drone operation license and has been actively involved in capturing video/stills for marketing, documentation and informational content for the marketing department, instructors and administration.

Until the HENC grant resumes, the Video Production unit will halt services for televised course production and various divisions on campus with funding supported by the grant. If and when the grant resumes, the unit will expand beyond televised course production toward modularized course content which could be broadcast on the system Spectrum Channel 355 and posted on YouTube in order to create manageable content viewing. The unit is supporting the creation of OER in all appropriate productions.

The Video Production unit will continue its efforts to provide closed-captioning on their videos in order to meet the UH VRA. It is important to note that this new requirement adds 25% to the post-production workload.
5. Resource Implications

EMC

The EMC heavily relies on its website on the Leeward CC website for sharing information about its services and professional development offerings. With the campus’ current Drupal 7 website and website support anticipated to be ending soon, Leeward CC will be needing a new website and support. Unit cost: $10K-$20K. Campus cost: $40K-$60K.

There is a gap between services provided by the Ed Tech unit (professional development) and the KI Office (support for disabilities) with no one specializing in the area of Accessibility and Accessible Technology on campus. In order to meet the UH VRA, the campus needs expertise in this area and resources, including transcription services for video content produced by the Video Production unit, to provide support for services to bring everything into compliance. Cost: $150,000 per year (Accessibility Specialist (APT) and resources). $10,000 per year for transcription services for video content produced by the Video Production unit. Additional $10,000 per year for transcription services produced by faculty/staff. This cost is going to continue to grow as more content is created.

The EMC unit is involved in supporting and using rapidly changing technology. In order to provide high quality services to the campus, it is vital for each person to keep up-to-date in the latest technologies and trends in higher education to support the campus needs. Cost: $25,000 (1 training per year).

Part A: Ed Tech Unit

The Ed Tech unit faced an unfortunate reduction in FTE personnel. We used to have 3.5 FTE faculty and now have only 1.5 FTE faculty during a time that demand for our services has exponentially increased largely due to COVID-19. Additionally, the number of DE courses continue to increase, partially affected by COVID-19, but also as a general trend over the years, 2-3% each year. Cost for 2 FTE non-instructional, 11-month faculty: $127,000.

The UHCC Strategic Directions Initiative: 21st Century Teaching and Learning Environments plan recognizes the importance of modern on campus teaching and learning environments designed and equipped to meet the modern standards of faculty. COVID-19 pandemic has shined a spotlight on Leeward CC’s online classrooms. A quick glance reveals there is a heavy dependence on UH ITS (system funded) pillars such as Laulima, Google Suite for Education, and for the time being Zoom Pro. The campus will continue to rely on the UH system to fund these pillars to create the space for learning. However, as advocates for quality online courses we must recognize the importance of and promote engaging and active learning tools for hybrid and online learning. This is supported by institutionally recognized Quality Matters assessment for quality online and blended courses, 6th edition, Standard 6.2 and 6.3. Additionally supported by Faculty Senate approved, Leeward CC Distance Education Guidelines 2.4 and 2.5.

We are familiar with current innovations and do our best to make instructors aware of them. However, at present, a gap exists, a lack of strategic budgeting plan to support this need. This gap
often means instructors start with a short, free trial of technology with no practical campus path for potential implementation. Understandably, instructors are hesitant to try new technology on a free, trial basis because of the time involved in creating and integrating activities into their courses. Currently, the Ed Tech unit directs them to make general purchase requests to their divisions in order to fund their implementation of 21st-century teaching technology. However, instructors often find it easier to pay out of their own pocket for their subscriptions. As campus advocates for 21st-century online teaching, we support 21st-century teaching and learning in our online courses, and in order to stay competitive, we would like to bring attention to this gap. We are not aware of an established/dedicated budgetary staple for investing in Leeward CC online classrooms for 21st-century teaching and learning. Therefore, we would like to request that “Distance Education Support and Maintenance” be formally added to the campus Tech Fund as a budgetary item. Cost: $7,000. Tools/Subscriptions re-evaluated every two years by committee.

**Part B: Video Production Unit**

Due to COVID-19 restrictions, there has been an increase in demand for instructional video support and marketing efforts to increase enrollment. Pre-COVID-19 the demand was already increasing and will likely continue to increase over the years.

Currently, the Video Production unit has only one full-time Media Design and Production Specialist. In order to maintain and meet the growing demand for video services, we would like to request funding for an additional full-time video production APT and two student assistants. Cost: $70,000.