Program Name: Educational Media Center

Assessment Period: Fall 2015 – Spring 2019

College Mission:
At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Part I. Brief Description

EMC 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 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.

With the retirement of the "DE Coordinator" in March 2019, the previous division between Distance Education (DE) and Learning with Technology for Teaching (LwTT) has been blended into a single Educational Technology (Ed Tech) unit.

The Educational Media Center (EMC) is now comprised of four distinct service areas including Educational Technology, Video Production, Audio-Visual, and Copy Center Services.

Service Area Outcomes
Instructors will receive high-quality professional learning so they are able to use technology to enhance their teaching and students’ learning.
Instructors will receive professional assistance in the development of a wide-range of quality, instructional and informational media products to meet their needs.

**Part II. Analysis of Program/Unit Data**

*Number of Online courses per year per total number of courses (live and on line). Number of online courses offered during the academic year divided by the campus total number of courses (live and online) offered during the academic year. UHCC Office will provide the number.*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplicated number of faculty and staff attendees at technology workshops per faculty and staff FTE</td>
<td>62</td>
<td>320</td>
<td>186</td>
<td>223</td>
</tr>
<tr>
<td>Number of faculty and staff</td>
<td>310</td>
<td>340</td>
<td>325</td>
<td>315</td>
</tr>
<tr>
<td>Number of faculty and staff who attended technology workshops divided by the total number of FTE</td>
<td>20.0%</td>
<td>94.1%</td>
<td>57.2%</td>
<td>20.8%</td>
</tr>
</tbody>
</table>

**Part III. Analysis of Major Functions/Services**
The EMC has 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. There are three full-time Educational Technologists (faculty members) and one half-time Educational Technologist / EMC Coordinator (faculty member) involved in the Ed Tech unit.

B. **The Video Production** unit provides the campus with diverse media production services to meet instructional, informational, and marketing needs. The production team is comprised of one Producer/Production Manager (general-funded) and two Producer/Directors (HENC grant funded). In addition to the instructional, informational, and marketing needs for the campus, the unit also produces programming for the UH system cable channel to fulfill grant requirements.

**Part A: Ed Tech Unit**

**DEMAND:** The unit fulfills instructors’ needs for high-quality professional learning so they are able to use technology to enhance their teaching and students’ learning.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of workshop participants.</td>
<td>62</td>
<td>320</td>
<td>186</td>
<td>223</td>
</tr>
<tr>
<td>Average number of workshop participants in a workshop.</td>
<td>12</td>
<td>13</td>
<td>8.5</td>
<td>13</td>
</tr>
<tr>
<td>Number of Technology One-on-One (T0^3) requests</td>
<td>23</td>
<td>11</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>
**EFFECTIVENESS:** The unit provides high-quality professional learning so instructors are able to effectively enhance their teaching and students’ learning.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of workshop participants strongly agree or agree that overall, the workshop are valuable.</td>
<td>99.5%</td>
<td>98.1%</td>
<td>98.1%</td>
<td>96.6%</td>
</tr>
<tr>
<td>80% of workshop participants strongly agree or agree that the resources provided are useful to them.</td>
<td>95.4%</td>
<td>97.9%</td>
<td>98.6%</td>
<td>97.5%</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>95.7%</td>
<td>96.0%</td>
<td>99.0%</td>
<td>96.5%</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>95.9%</td>
<td>97.6%</td>
<td>97.2%</td>
<td>95.4%</td>
</tr>
<tr>
<td>Number of completion letters applied for and earned</td>
<td>2</td>
<td>29</td>
<td>38</td>
<td>6</td>
</tr>
</tbody>
</table>

Over the last four years, the Ed Tech unit has provided professional development workshops that fulfill instructors’ needs to enhance their teaching and learning experiences. The Ed Tech unit is responsive to instructors needs and the topics for the professional learning change based on emerging industry trends in higher education and educational technology, initiatives from the UH system, and requests by instructors. Effectiveness indicators are all in the mid to high 90 percentile showing the unit is providing high-quality professional learning.

For select workshops, participants may earn digital badges and letters of accomplishment. For some faculty, especially those in tenure-track positions, badges and letters may be incentives to demonstrate successful completion of workshop objectives. Badges are usually given upon successfully completing the workshop deliverables. Letters are given after instructors successfully complete an artifact to be used in their class.

Each May, the unit offers an intensive one-week conference, the Pacific Region Learning Summit (PRLS) where instructors can choose one of (up to) four tracks. Because PRLS is our most intensive professional learning opportunity, we follow-up with a longitudinal survey after a year. It provides us with data on if conference participants are **applying** the technologies and pedagogies they learned in PRLS. We also wanted to find out if they feel it has improved the quality of their teaching. Over the last four years, responses have been very strong with increasing percentage of participants saying they are applying what they learned.

Participants report that they have found that what they learned in PRLS positively improved their teaching. Finally, the unit felt that participants would be more likely to implement if they are confident in their abilities. Based on the data, participants reported confidence in their ability to use what they learned which indicates they are likely applying what they learned in the courses they teach.
The strength of the longitudinal and workshop data show that the unit is performing extremely well.

The unit is 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, flipped/hybrid, and completely online. Most of the one-time 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 they create (or start creating) artifacts that they can use right away in their teaching or for their classes.

The unit will continue to explore innovate ways to apply technologies/pedagogies to improve the quality of teaching and learning at Leeward CC. No weaknesses were identified at this time.

Part B: Video Production Unit

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated hours produced of televised courses (courses)</td>
<td>112 hours (4 courses)</td>
<td>84 hours (3 courses)</td>
<td>150 hours (5 courses)</td>
<td>56 hours (2 courses)</td>
</tr>
<tr>
<td>Number of campus informational videos</td>
<td>27</td>
<td>17</td>
<td>17</td>
<td>47</td>
</tr>
<tr>
<td>Client Projects</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

EFFECTIVENESS: The unit provides professional assistance in the development of a wide-range of quality, instructional and informational media products which are effective in meeting the needs of the campus.
Over the last four years, the Video Production unit has averaged 100 hours of televised course content (equates to between 3-4 courses). For the two of the last four years, one of the HENC Producer/Director positions have been vacant which has contributed to a reduced number of televised course content hours produced. The unit is also phasing out external client projects in favor of concentrating on increasing campus projects.

Survey responses show very high agreement that the unit has taken time to understand instructors’ projects, produced high quality products, and completed projects in a timely manner. The 71% for AY 2017-2018 stands out as an anomaly on the survey response for “the team played an integral role in helping them organize my project and enhance its content”. Based on the 9 responses, 2 marked “undecided”, which brought down the rating. With such a low number of responses (n), two response made a big impact to the percentage. The unit does not know why two people marked undecided. The undecided response was neither positive nor negative.

The strength of the unit is they have been effective in providing professional assistance with production projects and fostered current and newly formed relationships. One of the weaknesses of the unit (as shown by the number of survey responses) is the small number of clients.

**Part IV. Overview Analysis of Program/Unit**

In summary, both the Ed Tech and the Video Production units are meeting the Service Area Outcomes (SAOs). Based on surveys, the units have evidence to demonstrate that instructors are receiving high-quality professional learning so they are able to use technology to enhance their teaching and students’ learning and instructors are receiving professional assistance in the development of a wide-range of quality, instructional and informational media products.

At this time, there are no recommendations for improving outcomes for the Ed Tech unit.

The recommendation for improving service and outcomes for the Video Production unit will be to expand services so more instructors are receiving professional assistance with their video production needs. The unit has already started expanding services in the past year, which is shown in the increase in the number of campus informational videos over the previous years. Therefore, the unit intends to continue expanding its services to the campus.
Part V. Action Plan
The Ed Tech unit will continue providing services to instructors for high-quality professional learning. Surveys are working well to gather data after professional learning workshops. In order to get a more accurate account of service requests, the unit plans to submit their own one-on-one requests after working with instructors in order to collect all requests in one place and to get a more accurate count. Additionally, to evaluate the one-on-one services, the unit will create and disseminate a one-question satisfaction survey for significant requests/services provided. Finally, the unit will continue to encourage instructors to continue their learning and submit their artifacts to receive a letter of completion.

As stated before, the Video Production unit intends to continue to expand its services. With the retirement of the Video Production Manager, the position was redescribed to meet the changing campus needs. The unit also reassessed its mission and goals in the Summer 2019. The revised Video Production Unit goals include:

1. Promote video production services so campus community knows what services are available to them (new)
2. Expand the base of instructors utilizing video production services (revised)
3. Increase use of video in the classroom (revised)
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 (new)

While the Video Production position is still vacant, the EMC sees this general-funded position playing a key role in increasing the use of video on campus. In the next year, the unit hopes to create video for social media platforms, collaborate with other campus units to create and deliver video content, and build instructors’ skills (through workshops) so they are able to create their own videos. The unit also intends to be more intentional about building awareness of services and sharing products with the campus.

In order to meet the University of Hawaii’s Voluntary Resolution Agreement (UH VRA), in the last year, the EMC has been offering workshops in making online content accessible and been using the automatic closed-captioning provided in YouTube for all content posted on the EMC channel. While the EMC is doing its best to meet the new accessibility requirements, these efforts only accomplish a fraction of the overwhelming task of bringing the campus into compliance. The recommendation is Leeward CC develop and implement an Accessibility Plan to bring the entire campus into compliance.

Part VI. Resource and Budget Implications
As discussed in Part III. Analysis of Major Functions/Services, Pacific Region Learning Summit is our most in-depth professional learning offering which has proven to provide instructors with high-quality professional learning so they are able to use technology to enhance their teaching and students’ learning, both immediately and in the long-term. Leeward CC Vice-Chancellor of Academic Affairs Office has been subsidizing funding for 20 Leeward participants to attend. Similarly, Vice President of Community Colleges office has been subsidizing funding for 20 Leeward participants to attend. With change in leadership in both offices, the funding is uncertain. Without subsidized finding, participation in
the conference will drop and PRLS may no longer be viable, which would impact Leeward CC instructors and UHCC instructors. Cost: $6,000

The original Classroom-on-Wheels (COW) was purchased in 2003 with Title III funding. The COW serves as a moveable lab of laptops or the individual devices could be checked out. It has served as a campus resource for both instruction and professional learning. Since its initial purchase, it has been replaced with Chromebooks. While the Chromebooks do not have the versatility of the laptops, for the purposes identified, they have worked and are a fraction of the cost of laptops. The existing Chromebooks were purchased in 2015. They are coming to the end of its 6-year lifespan at which time they will become obsolete and no longer usable. Cost: $15,000.

The EMC faculty and staff are all involved in supporting and using rapidly changing technology. In order to provide high quality service 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)

The Ed Tech unit relies heavily on free electronic distribution and sign-ups to promote activities. Many initially free software eventually changes to paid models. Cost: $5,000 annually

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. In order to meet the UH VRA, the campus needs expertise in this area and resources to provide support for services to bring everything into compliance. Provide for funding for transcription services for video content.

Cost: $150,000 per year (Accessibility Specialist and resources)

In order to meet the UH VRA, the campus needs to fund transcription services for all video content. Cost: $10,000 per year for transcription services for video content produced by the unit. Additional Cost: $10,000 per year for transcription services produced by faculty/staff. This cost is going to continue to grow as more content is created. Alternatively, fund 1 APT position to take care of all transcription services for campus.

In order to increase the distribution efficiency, the unit needs a high-speed network connection (for distribution to UH Manoa and YouTube). Cost: $15,000