1. Program or Unit Description

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

**EMC Mission**
The Educational Media Center (EMC) facilitates and supports teaching and learning using technology.

**EMC Goals**
- The Educational Technology unit will provide valuable professional development opportunities on using educational technologies for instructors and staff.
- The Video Production unit will provide quality media production services for college-related educational activities and events.
- The AV Services unit will provide appropriate audio and visual technology and equipment solutions for college-related educational activities and events.
- The Copy Center will provide quality printing, copying and scanning services for instructors, staff, and students.

2. Analysis of the Program/Unit

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

A. The Educational Technology (Ed Tech) unit provides and supports valuable professional development opportunities (i.e. workshops, 1-1 consultations, and resources) on using educational technologies for instructors and staff at Leeward Community College as well as through ad-hoc contributions to UH System educational technology initiatives.

B. The Video Production unit provides quality media production services for college-related educational activities and events.

**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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<th>Indicators</th>
<th>2018-2019</th>
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<tbody>
<tr>
<td>FTE faculty and staff</td>
<td>384</td>
<td>399</td>
<td>374</td>
</tr>
</tbody>
</table>
Duplicated number of faculty and staff attendees at technology workshops | 223 | 607 | 447

Duplicated number of faculty and staff attendees at technology workshops for faculty per faculty and staff FTE | 0.6 | 1.5 | 1.2

Average number of faculty and staff attendees per technology workshop | 13 | 29 | 10

Number of educational technology consultation requests | 8 | 98 | 132

Number of online courses per year per total number of courses (live and online) | 35% | 37% | 77.1%

Demand for services such as 1-1 consultations has increased despite the campus having 6% reduction in faculty and staff FTE in AY 2020-2021. Notably, there was a 44% increase in the number of online courses (per total courses offered) as compared to the previous year due to the pandemic. While workshop demand decreased by 26% compared to the previous year, the amount of personalized educational technology support requests increased. One-to-one consultation requests (which range from mentoring instructors on instructional technologies, to assisting with urgent course design/ redesign work) increased 34% from the previous year. Due to the sustained shift of instruction to online and the resulting overwhelming demand placed on the Ed Tech unit for consultations and collaborations, the full extent of numerous ad-hoc campus workshops, web meetings, and impromptu consultations (via web conference, phone, and email) could not be captured within this snapshot of quantitative data.

Due to COVID-19 the UHCC Human Resources Office made a late switch to require electronic dossier submission format for all applicants in Fall 2020. The Ed Tech unit responded swiftly to meet the demand for urgent professional development to mitigate this significant change. The unit analyzed the situation, developed training materials to support faculty to scan (digitize) faculty’s paper dossiers, and contributed and supported multiple UHCC HRO webinars to present best practices and field questions in addition to conducting 1-1 consultations with faculty to further explain and successfully guide them into submitting their dossiers’ electronically.

**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>1.5</td>
<td>1.5</td>
</tr>
</tbody>
</table>
Number of FTE personnel per FTE faculty and staff | 0.01 | 0.004 | 0.004
--|---|---|---
Average number of faculty and staff attendees per technology workshop per FTE personnel | 4 | 19 | 7
Average number of educational technology consultation requests per FTE personnel | 2 | 65 | 88

The Ed Tech unit has been operating with reduced FTE personnel since Spring 2019 due to a retirement which led to the vacant position being swept when COVID-19 impacted the State of Hawai‘i. In addition, two personnel moves occurred due to professional advancements, with one individual ascending to a full-time position as Interim Dean of Academic Services and another individual stepping up into the half-time EMC Coordinator (in Spring 2020). With the staffing reduction in the Ed Tech unit, there is now one full-time Educational Technologist (also concurrently serving as Interim Distance Education Coordinator) and a half-time Educational Technologist (also concurrently serving as EMC Coordinator). Both are 11-month non-instructional faculty members. These remaining personnel had to work significantly more to balance the increased demand and requests, supporting a 44% increase in online courses (based on overall total courses) and 34% increase in 1-1 consultation requests per 1.5 personnel.

To assist the understaffed Ed Tech unit, the unit was granted an Interim Ed Tech position (16 hours/week) through a special funds request in Fall 2019 and Spring 2020. This position assisted in developing several professional development workshops (i.e. Google Sites, Laulima Gradebook, Laulima Rubrics, LEE DE Guideline 3 PD, and Computer Care Best Practices).

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

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<th>2018-2019</th>
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<tbody>
<tr>
<td>80% of workshop participants strongly agree or agree that overall, the workshop is valuable.</td>
<td>97%</td>
<td>96%</td>
<td>89%</td>
</tr>
<tr>
<td>80% of workshop participants strongly agree or agree that the resources provided are useful to them.</td>
<td>98%</td>
<td>98%</td>
<td>97.6%</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>97%</td>
<td>99%</td>
<td>98.2%</td>
</tr>
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</table>
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.

In providing professional development to the campus and piloting new technologies, instructors become aware of new tools that can enhance their teaching and students’ learning. While we help them get started with a free version, trial, or paid pilot program with us, if they have a further interest, we encourage and guide them to seek funding from their divisions to continue on a paid plan.

**Summary**

A strength of the Ed Tech unit is that we are innovative in the design, development, and facilitation of professional development for teaching and learning, 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 (sync and async). 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. We also model small group breakout rooms to encourage discussion and learning from each other while doing. 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 with over 50 in attendance) providing a sampling platter of educational technology...
sessions to support teaching and learning, and educational technology workshops such as Laulima, Online Learning Orientation (for students), Technology Enhanced Classroom (TEC) Orientation, and Syllabus Makeover Challenges to get ready for the semester.

Due to COVID-19, the Ed Tech unit quickly responded with ad-hoc workshops for online course design. At the end of Summer 2020 and stretching through Fall 2020, the unit offered its CanDO PD (professional development) series to address the demand of in-person instructors transitioning their courses to online remote delivery. CanDO PD incorporated Leeward CC’s 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 Ed Tech 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 70 participants who earned badges for 2020-2021.

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 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 98 requests in the previous year to 132 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 quality media production services for college-related educational activities and events to meet the demands of the campus.

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<td>FTE faculty and staff</td>
<td>384</td>
<td>399</td>
<td>374</td>
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</table>
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. But now without HENC funding and positions, HENC productions have halted. The Video Production unit now focuses on producing instructional videos, campus events, informational programming, and content videos for campus marketing needs.

In AY 2020-2021, the need for streaming services increased due to the pandemic for video production projects including convocation, commencement, professional development and instructional programs. Services were also requested to help the Creative Services department in marketing.

**Efficiency**

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

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<th>2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE personnel</td>
<td>2.5</td>
<td>1.25</td>
<td>1</td>
</tr>
<tr>
<td>Number of clients served per FTE personnel</td>
<td>n/a</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Average number of client projects* per FTE personnel</td>
<td>n/a</td>
<td>18</td>
<td>21</td>
</tr>
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*Projects varied in scope and production hours.

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 2020-2021, there continues to be only one full-time, general-funded Media Design and Production Specialist and two student assistants to serve the entire campus which is not adequate for the campus’ needs and larger productions.
Effectiveness

The unit provides professional assistance in the development of quality media production services for college-related educational activities and events which are effective in meeting the needs of the campus.

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<th>2018-2019</th>
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<tr>
<td>80% of clients strongly agree or agree that the team took the time to understand his/her project</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>80% of clients strongly agree or agree that the team played an integral role in helping them organize my project and enhance its content</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>80% of clients feel the product delivered by the production unit is of high quality and meets their expectations</td>
<td>95%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>80% of projects were scheduled and completed in a timely manner</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
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</table>

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%), completed the projects in a timely manner (100%) and felt the product was high quality and met their expectations (100%).

Summary

With the uncertainty of the HENC grant funding, televised courses have come to a halt. Demand and production increased due to classes shifting to hybrid and online modalities as a result of the COVID-19 pandemic since Spring 2020. The unit focused its services toward program marketing, instructional video, campus/event video needs and the addition for real-time video streaming services.

As a result of HEERF funding, the Video Production unit was able to fund two full-time (15 hours/week) students to assist with production throughout the academic year. While having two student assistants greatly helps the unit, the Video Production unit is sorely lacking in full-time staff to sustain the demand and quality of the campus’ video needs.
3. Program Student Learning Outcomes or Unit/Service Outcomes

Service Area Outcomes
The following SAOs have been assessed each year through surveys.

A. The Educational Technology unit will provide valuable professional development opportunities on using educational technologies for instructors and staff.
B. The Video Production unit will provide quality media production services for college-related educational activities and events.

Part A. Educational Technology Unit
Based on the outcomes of the surveys, the Educational Technology unit will continue to offer professional development opportunities to support instructors on using educational technologies 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: 89%.
   b. Expected outcome: 80% of workshop participants strongly agree or agree that the resources provided are useful to them. Actual outcome: 97.6%.

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: 98.2%.
   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: 96.5%.

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 media production services for college-related educational activities and events.
   a. Expected outcome: 80% of clients feel the product delivered by the production unit is of high quality and meets their expectations Actual outcome: 100%.
   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 media production services for college-related educational activities and events.
2021 Leeward Community College ARPD
Program: Educational Media Center

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 continues to award badges (digital credentials) for completion of workshop activities that demonstrate the achievement of a measurable learning outcome. The unit has been a significant collaborator with the UH ITS Academic Technologies work group on Digital Credentials (badges). Contributing to this work group involved evaluating badge vendors to select a single vendor to integrate into all ten campuses of the University of Hawai‘i system. With the significant experience Leeward CC has integrating badging into professional learning the Ed Tech unit was recognized as an early pilot leader by the Digital Credentials work group as they seek to develop workflows and administrative procedures for implementation of an officially recognized badging platform systemwide.

In order to get a more accurate account of 1-1 consultation requests, the unit plans to continue the process of manually submitting 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 get a more accurate count of one-on-one requests.

Demand for the units’ services has continued to grow since last year. Therefore, we will continue offering a variety of professional development; for instance, 1-1 consultations, one-time workshops, multi-part workshop series as well as explore new models of delivering workshops such as online sync and async. 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 instructors and staff do. We will also look at how to creatively offer our professional development workshops and services for the online modality (such as microlearning) as a result of the COVID-19 pandemic which addresses the needs of busy and remote instructors.

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. Due to the pandemic there is an even greater need for a DE Coordinator at Leeward. Once the hiring freeze lifts, we hope to hire a DE Coordinator faculty position.
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 goals for the coming academic year in order to meet the changing campus needs.

This year’s goals include:

1. Since demand for services have increased, create a formal intake/approval process for video requests.
2. Support growing needs for instructional video in hybrid and DE modalities.
3. Explore emerging technologies and innovative approaches to Video Production, particularly in higher education.
4. Complete the Wiser Conflict video segments to compliment the leadership professional development offerings to the campus.
5. Support the marketing and outreach needs to increase student enrollment.
6. Support campus related projects that require real-time video streaming such as convocation, commencement, professional development and instructional programs.

The unit continues to explore the use of 360-degree video capture for use in instructional and marketing videos. Due to in person restrictions, the unit has developed several virtual tours utilizing 360-degree video. The Video Production unit has two UAS drones and continues to be actively involved in capturing video/stills for marketing, surveys, 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 intends to expand beyond televised course production toward modularized course content which could be broadcast on the system Spectrum Channel 355 and hosted on YouTube and delivered via Laulima 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.

The Video Production unit will continue to provide streaming services to meet the demand for remote viewing. Should funding become available the Media Center studio will be upgraded to support streaming services.
5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☐ I am NOT requesting additional resources for my program/unit.

**EMC**

In last year’s ARPD the EMC identified a gap between services provided by the Ed Tech unit (professional development), the Innovations Center for Teaching and Learning (ICTL) and the Disability Services Office (support for students with disabilities) with no one specializing in the area of accessibility and accessible technology on campus to help meet the **UH VRA**. This is no longer a resource implication. All employees are responsible for making their content accessible, granted they may need training to learn how to or 1-1 assistance. In response, with funding from a Perkin’s grant, a full-time Accessibility Specialist and student assistant were hired in December 2020. The Accessibility Specialist facilitated a few workshops and worked 1-1 with six instructors who requested help until he left the position prematurely a few months later. Additionally, the UH System now has increased accessibility support and resources to all campuses through webinars, online resources on their website, and 1-1 support. Also, as secondary support or local/campus support, the Ed Tech unit is available to help instructors and the Disabilities Office is available to help staff 1-1 with basic accessibility requests.

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 on the latest technologies and trends in higher education to support the campus’ needs. Cost: $25,000 (1 training per year).

Construction projects continue to be an issue when an AV Consultant/Designer is not hired for larger projects. The AV demands for large construction projects go beyond the scope of work for our AV staff. The campus needs to include and hire an AV Consultant for large construction projects.

**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 when demand for our services has exponentially increased largely due to COVID-19. Additionally, the number of DE courses continues to increase, partially affected by COVID-19, but also as a general trend over the years, 2-3% each year. Particularly, the campus needs a DE Coordinator. 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**.

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: $10,000.

Should the campus resume in-person convocation events the Ed Tech unit would like to return to organizing an in-person Tech-It Out Day event which traditionally included small breakfast items. The Ed Tech unit recognizes the importance of humanizing instruction and building a strong community. We realize that a draw to this annual event is colleagues’ interest in reconnecting with each other when they return from summer break. Breakfast food funds are needed for Tech It Out Day. Cost: $300.

**Part B: Video Production Unit**

Due to COVID-19 restrictions, there has been an increase in demand for campus related real-time video streaming services, 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 (including streaming services), we would like to request funding for an additional full-time Video Production APT and two student assistants. Cost: $80,000.

The Media Center Studio needs an equipment upgrade to support increased demand for streaming services. The current equipment is antiquated and does not allow for optimal support for real time video streaming. Cost: $90,000.