

Kaua'i Community College  
Annual Program Review for  
**Instructional Technology 2013**  
*Submitted by Ed Coll*

**Program Description**

The address to the on-line location of the last comprehensive review is located at  
Xythos>CampusDocs>Program Reviews and APRUs>Full Program Reviews>2011-2012 Program  
Reviews>2012CumRevInstrtech.docx

Instructional Technology is a one-person program staffed full time. The Instructional Technologist's office is located in room 120 in the Learning Commons which is located in the Samuel W. Wilcox II Learning Resource Center. The Instructional Technology mission is to enhance the use of educational technology and provide learning opportunities to acquire the skill sets necessary to effectively use educational technology. The goal, outcome and assessments stated below have been revised in consultation with the Kauai Community College Assessment Coordinator.

**Goal:** KCC Instructional Technology provides research and recommendations to augment technology-intensive instruction.

**Outcome:** To facilitate faculty acquisition of technological skill sets needed in higher education and provide learning opportunities on hardware and software applications.

**Assessments:** Log of faculty interaction and outcomes of those interactions. Conduct a service satisfaction survey of faculty members served. This survey is part of Academic Supports annual survey.

**Part I. Quantitative Indicators**

<b>Annual Report of Academic Support Services Program Data</b>				
<b>Unit: Instructional Technology</b>	Quantitative Measure 2009-2010	Quantitative Measure 2010-2011	Quantitative Measure 2011-2012	Quantitative Measure 2012-2013
Number of Instr Tech staff	1	1	1	1
Service Hours (per week)	16	40	40	40
<b>Demand</b>				
Number of FTE faculty	84	68	71	72
Number of FTE staff	76	81	85	93

FTE Students	779	775	780	802
<b>Efficiency</b>				
Faculty consultations per year/FTE Faculty	1.9	3.1	3.6	3.5
Number of faculty consultation Hours/FTE Faculty	1.9	3.1	3.6	3.5
Number of student consultations per year			0.06	1.02
Number of staff consultations per year			0.7	0.3
Number of online tutorial hits/number of tutorials available	26	28.8	40 tutorials	48
Number of workshop attendees/FTE Faculty	1.02	0.76	0.79	0.98
Media lab Users/FTE Students	0	0	3.50	0.93
Blackboard Collaborate vClass Cost/Users (Fac)		(\$1300/3= \$433.33)	(\$1300/3= \$433.33)	(\$1300/3= \$433.33)
Program Cost/FTE Faculty		(\$69,980.69) \$1029.12	(\$69,980.69) \$1029.12	\$69,980.69) \$1029.12
<b>Effectiveness (see survey below)</b>				

2013 Academic Support Services Survey								
1. I am:								
Answer Options	Response Percent	Response Count						
Faculty	64.0%	32						
Staff	36.0%	18						
<i>answered question</i>		<b>50</b>						
<i>skipped question</i>		0						
6. Instructional Design Services (Ed C.) Telecourse, Teleweb courses, web courses, video production, instructional design assistance, graphic design, instructional software assistance								
Answer Options	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	N/A	Response Count	
Do you have a need for Instructional Design Services? (If not, select N/A and skip the rest of these IDS questions.)	0	2	5	7	7	28	49	
I am satisfied with the customer service.	0	3	3	7	9	16	38	
I am satisfied with the response/delivery time.	0	2	5	6	9	16	38	
I am satisfied with the quality of work of the instructional design faculty and staff.	0	2	4	7	8	17	38	
I am satisfied with the technology training provided by IDS.	0	3	5	7	5	17	37	
Comments							9	
<i>answered question</i>							<b>50</b>	
<i>skipped question</i>							0	

Number	Response Date	Comments	Categories					
1	May 3, 2013 8:44	Ed answered m						
2	May 3, 2013 12:54	I						
3	May 1, 2013 7:05	Ed is always wi						
4	May 1, 2013 12:14	Some of the on						
5	Apr 30, 2013 8:59	I am not comfo						
6	Apr 30, 2013 6:41	Ed Coll has hel						
7	Apr 30, 2013 1:00	We need more						
8	Apr 29, 2013 9:47	I personally do						
9	Apr 29, 2013 9:45	Not sure what f						
11. I think my capability to instruct has increased as a result of the services provided by:								
Answer Options	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	N/A	Response Count	
Electronic Maintenance and Repair	0	1	6	12	14	17	50	
Instructional Design Services	0	1	9	8	9	23	50	
Classroom Equipment Services	0	1	4	13	16	16	50	
Faculty Work Room	0	1	9	6	18	16	50	
Graphics Services	0	3	15	4	5	23	50	
Library Services	2	1	6	12	14	15	50	
Tutoring Services	1	1	6	8	17	17	50	
Testing Services	0	1	7	7	19	16	50	
Comments							2	
<i>answered question</i>							50	
<i>skipped question</i>							0	
Number	Response Date	Comments	Categories					
1	May 1, 2013 7:05	Services provid						
2	Apr 30, 2013 2:23	Need the librar						

### Full comments extracted from above spreadsheet

- Ed answered my questions and assisted me through a process. he made it readily understandable
- I
- Ed is always willing to assist when needed.
- Some of the online instructors should not be teaching online
- I am not comfortable with shareware which Ed promotes. Other than that, Ed has been very proactive about helping overall. He is always courteous and willing to help.
- Ed Coll has helped me with Laulima, and is prompt and very helpful.
- We need more basic information.
- I personally do not have to work with him often so I cannot provide assistance in this area.
- Not sure what he does...

12. I think student learning has increased as a result of the services and technologies provided by:							
Answer Options	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	N/A	Response Count
Electronic Maintenance and Repair	1	1	7	13	16	12	50
Instructional Design Services	1	1	12	8	11	17	50
Classroom Equipment Services	1	1	5	15	18	10	50
Faculty Work Room	1	1	10	8	15	15	50
Graphics Services	0	7	12	4	8	19	50
Library Services	0	1	6	17	16	10	50
Tutoring Services	1	1	5	11	24	8	50
Testing Services	0	1	7	11	20	11	50
Comments							1
<i>answered question</i>							50
<i>skipped question</i>							0
Number	Response Date	Comments	Categories				
1	Apr 30, 2013 2:55	Don't really kno					

## Part II. Analysis of the Program

The majority of respondents that use instructional technology services expressed, agreement or strong agreement that they are satisfied with customer service, response time, and quality of work with satisfaction or strong satisfaction ratings. Greater demands on the Instructional Technologist time especially the dramatic increase in administrative duties over the past year including; managing eCAFE, Chairing Distance Learning Committee, the appointment of the instructional technologist as the Distance Learning Coordinator, as well as serving on the Curriculum Committee, is making it difficult to continue the level of instructional technology services faculty have come to expect. These factors combined with an almost 50% increase in DL course offerings between 2011 & 2012 has dramatically increased both the administrative and faculty services workloads of the Instructional Technologist. It has become difficult to do research, maintain currency, and provide support and one on one consultation with faculty.

These increases in administrative duties combined with greater demands for technical and pedagogical consultations by instructors as they adopt a variety technological tools, to mediate both in-class and online Instruction, has placed more demands on the time of the instructional technologist and created an allocation-of-time-dilemma for the instructional technologist. This time-crunch means in the instructional technologists must choose between administrative tasks and consultations with instructors. More request by instructors for consultations on the use of a greater number of applications, some supported by the UH system Information Technology (Laulima and Google Apps, eCAFE, UH Faculty Services, FileDrop, etc) and others not supported by UH system (Dropbox, Google+, Facebook, Twitter, Blackboard Collaborate, Schoology, TurnItIn, etc.) exacerbates this dilemma. Also not reflected in the data is the time required to maintain technological

currency or produce content (media production, post production, media transcoding, website maintenance, etc). and the time required to research and find answers on how to use applications not supported by the either KCC or UH system IT. Additionally not reflected in the data is the time necessary to maintain technological currency. The time needed to do research on applications and keep current on multiple platforms is suffering. As I see these mobile operating platforms as the educational delivery systems of the very near future this lack of time to maintain currency is troubling at best. This lack of time negatively impacts the Instructional Technologist's action plans. My direct observation indicates a dramatic increase in KCC students and faculty use of mobile devices and these observations have been confirmed by KCC Information technology which reports an increase in wifi traffic due to use of these mobile devices on campus. It is not uncommon to see both instructors and students using multiple devices at the same time. In conclusion lack of time (or the lack of additional personnel) is hurting the health of the program.

**Part III. Action Plan**

Goal Alignment UH System Goals, Kaua'i Community College Goals, and Strategic Goals	Program Goals
<p>H Goal 1: Educational Effectiveness and Student Success</p> <p>KCC Goal 1: Access &amp;</p> <p>KCC Goal 2: Learning and Teaching</p> <p>Strategic Goals: Student Recruitment, Retention and Success of All Students and Particularly</p> <ul style="list-style-type: none"> <li>o Native Hawaiian students</li> <li>o Increase success of Remedial/Develomental Students</li> <li>o Non-traditional Students in Career and Technical Programs</li> <li>o Increased Completion of Degrees, Certificates, and Licensure</li> <li>o Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that KCC provides</li> </ul> <p>Relevant Curriculum Development</p> <ul style="list-style-type: none"> <li>o Sustainability/Green Jobs</li> <li>o Health</li> <li>o DOE-KCC English Alignment</li> <li>o Increase and improve design and delivery of distance education offerings</li> <li>o Increase transfer rates by strengthening four-year pathways, particularly in STEM fields</li> </ul> <p>Completion of</p> <ul style="list-style-type: none"> <li>o Course Student Learning Outcomes</li> </ul>	<p>1 provides research and recommendations to augment technology-intensive instruction</p> <p>1</p> <p>1</p>

<ul style="list-style-type: none"> <li>(CLOs)</li> <li>o Program Learning Outcomes (PLOs)</li> <li>o Institutional Learning Outcomes (ILOs)</li> <li>o Course Action Forms (CAFs)</li> </ul> <p>Assessment Activities and Analysis</p>	
<p>UH Goal 2: A Learning, Research and Service Network</p> <p>KCC Goal 3: Workforce Development &amp; KCC Goal 5: Community Development</p> <p>Strategic Goals: Increased Job Placement and/or Performance through</p> <ul style="list-style-type: none"> <li>o Revised or New Curriculum</li> <li>o Better Coordination with Business and Industry</li> </ul>	1
<p>UH Goal 3: A Model Local, Regional and Global University</p> <p>KCC Goal 6 Diversity</p> <p>Strategic Goals:</p> <ul style="list-style-type: none"> <li>o Fostering Global Understanding and Intercultural Competence</li> <li>o Increased Enrollment and Success of International Students</li> </ul>	1  1
<p>UH Goal 4: Investment in Faculty, Staff, Students and Their Environment</p> <p>KCC Goal 4: Personal Development</p> <p>Strategic Goals:</p> <ul style="list-style-type: none"> <li>o Professional Development Directed to Any of the Above Goals</li> <li>o Enriching Student Experience, Particularly Directed to Any of the Above Goals</li> <li>o Increasing the Efficiency, Effectiveness and Sustainability of the KCC Environment</li> </ul>	1  1
<p>UH Goal 5: Resources and Stewardship</p> <p>KCC Goal 5 Community Development</p>	

Strategic Goals: <ul style="list-style-type: none"> <li>○ Reduce Deferred Maintenance</li> <li>○ Address Health and Safety Issues</li> <li>○ Promote Sustainability</li> </ul>	1
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## ACTION PLAN

The Part III prompt request a description demonstrating how the program’s goals to provides research and recommendations to augment technology-intensive instruction “directly” relates to the College's goals.

No such “direct” relationship exists. The relationship is indirect and occurs through a process of diffusion in five stages of knowledge, persuasion, decision, implementation, and confirmation as articulated by Everett M. Roger diffusion of innovation theory. This indirect diffusion of technology can be observed to the extent that instructional technologies are increasingly adopted by increasing numbers of instructors (and students) to mediate curriculum content and communications. Such an indirect diffusion of innovation is difficult to assess, but suffice it to say it relates to a greater or lesser degree to almost every UH system, college, and strategic goals.

### Action Plan(s)

Program Goal	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improvement	PLO impacted	Status
provides research and recommendations to augment technology-intensive instruction	Faculty & student consultations	time	Coll	ongoing	Survey results will improve each year.	1	ongoing
	Begin Tracking student consultations				Number of consultations will increase by 1% each year.		
*	research	time	Coll	ongoing	# of Applications consulted on will increase by 1% each year.	1	ongoing
*	manage digital media lab	time resources	Coll	2011	deployed	1	ongoing
*	manage digital media studio	time resources	Coll	2011	deployed	1	ongoing
*	production of multimedia content	time resources	Coll	ongoing	Track number of productions Number of productions will increase by 1% each year.	1	ongoing
*	development and delivery of workshops & tutorials	time resources	Coll	ongoing	Track number of workshops  Track Number of tutorials	1	ongoing  ongoing



*	Activity Tracker	time	Coll	F2011 S2012	Developed deployed & in use	1	ongoing
*	Purchase 1 ea. iOS & Android mobile devices		Coll	S2013	Computer Services provided a ipad mini and chromebook		done

## Part IV. Resource Implications

### *Background and Purpose:*

At Kaua'i Community College, the addition of Multimedia Enabled Classrooms, the planned Academic Support Learning Commons initiative (Learning Commons), the creation of the Digital Media Program, and the production of a student newspaper by Journalism students all have had physical, human and financial implications for Instructional Technology. It was decided by the Academic Support Learning Commons Advisory Group, the Instructional Technology Advisory Committee, the Instructional Technologist, and other stakeholders that a Digital Media Commons be created as part of the Learning Commons. This decision occupied a large amount of the Instructional Technologist's time in 2010-2011 creating and deploying a Digital Media Studio and a Digital Media Lab. In 2012-2013 the Instructional Technologist opened and manages both the studio and the media lab. The usage of the Digital Media Lab which averages 25 users a week was often overcrowded while studio use by faculty has declined due to the deployment of high definition web cameras and applications. To ease the overcrowding the Instructional Technologist combined both the studio and digital media lab (RM 121) and relocated the Instructional Technologist's office into the smaller space (RM 120). When Faculty do need studio production services the Instructional Technologist can reserve this space.

Features of a Lab include: software applications to pre and post-produce digital elements; multiple workstations to be used collaboratively by both faculty and students to create and modify digital media elements acquired in the studio, on location, or from other sources.

### **Human**

The duties of the Instructional Technologist have expanded to include not only assistance to faculty, but students and staff and increased administrative tasks as well. The Instructional Technologist manages the Digital Media Commons, acts as studio director as well as extending the Instructional Technologist services to assist Digital Media Program students, Journalism students, Tutoring Services tutors and students from the general population referred by Faculty. The Instructional technologist has also been tasked with managing eCAFE, the The University of Hawaii Electronic Course and Faculty Evaluation system. The Instructional Technologist has also has been appointed Distance Learning Coordinator by the Chancellor and tasked with certifying instructor readiness to teach via distance learning, and serves as the chair the newly created Faculty Senate Interim Distance Learning Committee. The Instructional Technologist also serves on the Curriculum Committee and Faculty senate.

### **Financial**

To maximize effectiveness of the Digital Media Commons, which includes Digital Media Studio/Digital Media Lab, all workstations and peripherals must complement the hardware and software of the Digital Media Program and Journalism. For example, all workstations purchased are the same brand with the same software applications installed. Items not requested by the Digital Media Program but necessary in a Digital Media Studio were purchased through Academic Support.

The Instructional Technologist has an annual budget of \$1000 for peripherals and expendables and another \$1500 for three Blackboard Collaborate Licenses. Last years budget request to repair the Instructional Technologist I Mac and purchase mobile computing devices have been addressed by KCC Information Technology which replaced the I Mac hard drive and provided the Instructional Technologist with an Apple Ipad Mini and a Samsung Google Chromebook. Any additional software upgrades/ hardware replacements are directly linked to requests for software upgrades requested by the Digital Media Arts program and/or the Journalism program. No such request have been forthcoming although request to install applications (Adobe Lightroom, program updates, etc.) and peripheral hardware (digitizing tablets, hard disk drive) provided by these programs have been installed.

Total budget request beyond the annual \$1000 provided by Academic Support is \$0.

#### **Part V. Program Learning Outcomes and Assessment**

To facilitate faculty acquisition of technological skill sets needed in higher education and provide learning opportunities on hardware and software applications.

Assessment now consist of a log of faculty interaction and outcomes of those interactions and the annual Academic Support satisfaction survey. As noted in Part II Analysis of Program, the Part 1 Qualitative Indicators fail to adequately address much of the Instructional Technologist's day to day activity. As indicated in the Part III Action Plan the Instructional Technologist has created an activity log which will more closely track the workflow process and provide greater category differentiation of the day-to-day activity and outcome of those activities. Beginning in 2013 KCC Information Technology implemented a program called OnTime making it even easier to track activities and the Instructional Technologist is using OnTime to track day to day activities.

#### **Part VI. Programs Cost Per SSH**

The Instructional Technology program cost is \$69,980.69 which includes supplies, salary, and equipment purchased through last year's APRU process. The program cost per FTE faculty is \$1029.12