

CAMPUS REORGANIZATION PROPOSAL FUNCTIONAL STATEMENTS

The Center for Excellence in Learning, Teaching and Technology (CELTT) is responsible for planning, developing, and delivering high quality computing and media resources and services for student learning, administrative operations, faculty and staff development, and delivery of instruction and services.

Functional statements for CELTT are provided in the following excerpt from the Campus Reorganization Proposal.



FUNCTIONAL STATEMENTS FOR THE CENTER FOR EXCELLENCE IN LEARNING, TEACHING AND TECHNOLOGY

The Center for Excellence in Learning, Teaching and Technology (CELTT) is responsible for planning, developing, and delivering high quality computing and media resources and services for student learning, administrative operations, faculty and staff development, and delivery of instruction and services. CELTT:

- Coordinates, develops, and implements the College's technology plans;
- Develops and maintains the College's voice, data and video networks;
- Develops and supports local area networks within instructional and administrative facilities;
- Develops and coordinates faculty and staff professional development activities;
- Conducts demonstrations to familiarize faculty and staff with equipment available and to enable them to operate equipment;
- Supports the development and delivery of distance education using a variety of media, such as broadcast television, cable television, web-based instruction, or other forms of digital delivery;
- Supports curriculum innovation using computers or media technology in the classroom;
- Develops and maintains computing programs and services for both academic and administrative uses;
- Works with College program heads to formulate budget requirements especially in the area of technology and technology uses;
- Evaluates and makes recommendations on the purchase of technology;
- Maintains and repairs media and computing equipment, including the development and implementation of preventive maintenance programs;
- Trains faculty and staff in various computer applications and use of media;
- Provides telephone/telecommunication services; and
- Develops and implements applicable policies and procedures.

*Source: KCC
Reorganization
Proposal,
March 20,
2008*

PROGRAM REVIEWS

The UHCC System Office has implemented annual Program Reviews for academic support units. The annual program review provides information and workload data for some of CELTT's services.

The program reviews also list professional development offerings.



CENTER FOR EXCELLENCE IN LEARNING,
TEACHING AND TECHNOLOGY

PROGRAM REVIEW

FALL 2008

PRINTING SERVICES, INSTRUCTIONAL
MULTIMEDIA SUPPORT SERVICES,
COMPUTER SERVICES AND IT SUPPORT



KAPI'OLANI COMMUNITY
COLLEGE

MISSION AND GOALS

Using learning college principles, CELLT provides leadership and support for the improvement of teaching and learning.

Goals that support this mission include:

- Ensure the quality of teaching and learning through centralized, localized professional development support focused on learning-college pedagogy in classroom and clinical settings.
- Ensure the quality of teaching and learning through technology support.
- Increase learning-centered behavior of KCC faculty & staff.
- Promote the scholarship of teaching.
- Support the enhancement of the technology infrastructure across the campus.
- Promote more efficient provision of campus services through the use of technology.

LINKS TO CAMPUS GOALS

These directly support the following goals of KapCC:

- Goal 1: To Promote Learning and Teaching for Student Success
- Goal 2: To Build A Learning, Partnering, and Service Network for Student Success
- Goal 5: To Invest in People: Professionals in a Learning Organization
- Goal 6: To Invest in the Learning Environment

LINKS TO CAMPUS STRATEGIC PLAN

The unit's goals are aligned with these portions of the Planning Context of KapCC's 2003-2010 Strategic Plan:

Improvements in educational technology and networked communications will continue to increase the information available to students, the communication among faculty and students, and the ability to deliver instruction to remote sites and other off-campus settings....There will also be greater emphasis on assessing the best uses of these technologies for student learning.

The institution will place increased emphasis on implementing strategies that connect and expand the learning environment from the classroom center to the campus, community, cyberspace and abroad....Quality online-learning increases faculty-student and student-student interaction and deepens everyone's learning.

SUPPORT SERVICES DELIVERED BY THE CENTER FOR EXCELLENCE IN LEARNING, TEACHING AND TECHNOLOGY

Relative to the Program Review data elements, CELTT is responsible for the following:

- Printing and Graphic Arts
- Campus Mail Services
- Instructional Multimedia Support including
 - HITS and ITV support
 - 'Olelo cable course production
 - general campus multimedia production
 - transcription and closed captioning
 - distance learning support
 - professional development programs for faculty and staff
 - computer applications development
 - computer applications support
- Campus telecommunications systems
 - telephone system
 - networks
 - providing students and staff with access to the campus wireless network for any wireless devices
 - campus servers
 - videoconferencing facilities and equipment
 - audio conferencing equipment
- Classroom learning technologies (procurement, maintenance, end-user training)
- Consultation services for faculty, staff and Student organizations in all areas supported by the department
- Management of campus computer labs that do not have lab managers
- Management of a pool of learning technologies available for short term loans to faculty and staff for campus functions. This includes procurement, maintenance, end-user training, and repair.
- Coordination of distance learning courses and support services for distance learning faculty
- Operation of a faculty/staff technology room
- Campus websites including the KCC web and campus Intranet (Quill)
- Password resets for students

QUANTITATIVE INDICATORS FOR PROGRAM REVIEW

PRINTING SERVICES

Demand

1. Campus Enrollment (FTE): 4615
2. Number of Faculty: 251.6
3. Number of Staff: 47.5 FTE Staff, 51.4 FTE clerical

Efficiency

4. Hours Open Per Week: 46.5 hours per week with the schedule: Monday through Thursday 7:30am to 5:00pm and 7:30am to 4:00pm on Fridays.
5. Number Of Staff: 1 full-time Print Shop Manager, 1 full-time vacant support position, and 1 Graphic Artist.
6. Student Worker Hours Per Week: 10-15 hours per week
7. Number Of Work Orders Completed:

Data on work orders is incomplete due to lack of staffing access to the data.

8. Number Of Copies Generated: The number of copies generated from the main print shop copier is shown below:
9. Number Of Copies Per FTE Student: Based on approximate data provided, the number of copies from the main print shop black/white copiers per FTE student is shown below:

FTE Student	4282
Total Copies	2,000,000
Copies per FTE	467.071

Outcomes

10. Satisfaction Measurements Using Common Survey Questions: No customer satisfaction surveys were conducted for this program review period.

INSTRUCTIONAL MULTIMEDIA SUPPORT SERVICES

Demand

1. Campus Enrollment (FTE): 4615
2. Number of Faculty: 251.6
3. Number of Staff: 47.5 FTE Staff, 51.4 FTE clerical

Efficiency

1. Hours Open Per Week: Normal hours of operation range from 7:30am to 10pm based on conferencing needs and HITS course scheduling.
2. Number and Description Of Staff

Permanent regular-funded staffing consists of one full-time faculty member and one full-time IT specialist. The team is directed by a full-time temporary Distance Learning Coordinator and also includes a casual hire covering for a vacant IT specialist and three full-time staff who are on special or trust funds. Staffing is not sufficient to meet the demand for services.

IMD Staffing: Regular Full-time Employees	
Status	Title
APT IT Specialist	Professional Development Coordinator
Faculty	Faculty

IMD Staffing: Temporary or Casual Employees - Special or Trust Funds	
Status	Title
APT Media Specialist (temporary)	Distance Learning Coordinator
APT Media Specialist (temporary)	Producer/Director
APT Educational Support Specialist (temporary)	Closed Captioner, Disability Student Support
APT Institutional Support Specialist (temporary)	ePortfolio, HITS, & Lulima Support
APT IT Specialist (casual hire)	Lulima and multimedia support

3. Student Worker Hours Per Week

Student Workers	Title	Hrs/Wk	Source
A33 - \$10.15	Production Assistant	20	Olelo
A21 - \$8.50	Production Assistant	20	CELTT
TOTAL HOURS PER WEEK IN REGULAR SEMESTER		50	

4. Hours of Cable Programming Produced

Credit Course Programming					
Course	Credits	Length of Program	Sessions Per Week	Duration in Weeks	Hours Locally Produced
ESS100	3	75 minutes	2	16	40
ED 285	3	60 minutes	2	16	30
SP 181	3	75 minutes	2	16	40
SP 181	3	75 minutes	2	16	40
TOTAL					150

5. Hours of ITV Course Support

Course	Credits	Length of Program	Sessions Per Week	Duration in Weeks	Total Hours
ASL 101	4	75 minutes	3	16	60
DEAF 101	3	2 hours 45minutes	1	16	44
IT 101	2	2 hours 45minutes	1	16	44
IT 102	2	2 hours 45minutes	1	16	44
IT 201	2	2 hours 45minutes	1	16	44
IT 202	2	2 hours 45minutes	1	16	44
TOTAL					220

6. Faculty/Staff Professional Development Events Offered & Number of Participants

Fall 2008 Professional Development Events Data	
Attendees	302
Unduplicated attendees	170
Departments	42
Workshops	50

Fall 2008 Professional Development Events
4Ts: Teachers talking to teachers about teaching
ePortfolio Summit
HTML Editing with Lailima and Komposer
HTML Editing with the Lailima Editor
Introduction to Lailima
Lailima Institute Day II
Lailima Institute I

Launch Party for Kokua Connections Corner
Let's Talk Time Management (Facilitated by Krista Hiser)
Livescribe Pulse Demo
Office 2007 Overview
PowerPoint: AutoContent Wizard, Designs, animation, basic output options
PowerPoint: Games
Recording Tools: Camtasia
Recording Tools: Jing
Sunset Tech: Delicious (Great workshop for Web Surfers!)
Sunset Tech: Games in PowerPoint
Sunset Tech: Linkagogo
Sunset Tech: Powerpoint Output Options
Sunset Tech: RSS Feeds
Sunset Tech: Tips & Tricks to expedite your work in Excel
Sunset Tech: Tips & Tricks to expedite your work in Word
Task Management Demo (Jott, Remember The Milk, Gubb)
Tech Thursday - Word: Styles & Table of Contents
Tech Thursday: Excel: Basic Printing Options in Excel
Tech Thursday: Excel: Basics
Tech Thursday: Excel: Charts
Tech Thursday: Excel: Conditional Formatting
Tech Thursday: Excel: Data Entry Forms
Tech Thursday: Excel: Drop Down Lists
Tech Thursday: Excel: Filters
Tech Thursday: Excel: Tips and Tricks
Tech Thursday: MS PowerPoint - Advanced Animation & Triggers
Tech Thursday: MS PowerPoint - Effective Slide Design
Tech Thursday: Powerpoint Output Options
Tech Thursday: Word - Desktop Publishing & Graphics
Tech Thursday: Word - Tabs and Bullets
Tech Thursday: Word: Mail Merge incl. envelopes and labels
Tech Thursday: Word: Tables and Columns
Tech Thursday: Word: Tips and Tricks
Tech Thursday: Word: Using Sections in Word
Time Management: Managing your schedule with Google Calendar, WhenIsGood, and Doodle.
Twitter Seminar with Susan Jaworowski
Word Workshop for Tenure and Promotion
Put your syllabus information online!

7. Closed Captioning Services: Transcription and closed captioning were provided for ED 285 and SP 181. Services were also provided for community promotional pieces.
8. Work Requests to this Unit: An online request system was implemented for this work group in Fall 2008 and data reflected here is incomplete since the system was in a pilot state and not widely advertised.

Primary Issue	Aug	Sept	Oct	Nov	Dec	Totals
ADA Support	0	0	2	1	0	3
ePortfolio	1	2	2	2	3	10
Laulima	28	37	21	9	15	110
HITS/ITV	0	0	1	0	0	1
Instructional Training	4	2	1	0	0	7
Multimedia Consultation	1	1	3	2	1	8
Other	1	0	0	0	0	1
Software Support	2	1	15	1	4	23
Video Conferencing	0	1	3	1	1	6
Video Production (non 'Olelo)	0	1	0	0	0	1
TOTAL	37	45	48	16	24	170

9. Classrooms Equipped Per Total Classrooms: A total of 178 classrooms are equipped with multimedia equipment that is maintained by CELTT. This accounts for virtually every classroom on campus.

Outcomes

Satisfaction Measurements Using Common Survey Questions. Satisfaction surveys were not used for general work group services but will be implemented for Fall 2009. Evaluations were conducted for each professional development event with data shown below.

COMPUTER SERVICES AND IT SUPPORT

Demand

1. Campus Enrollment (FTE): 4615
2. Number of Faculty: 251.6
3. Number of Staff: 47.5 FTE Staff, 51.4 FTE clerical

Efficiency

1. Hours Open Per Week: 45 hours per week with the schedule: Monday – Friday: 7:30am to 4:30pm
2. Number and Description Of Staff

Care Center and Information Technology Unit Staffing	
Status	Title
Secretary (vacant)	Department Secretary
Clerk-Typist	Clerk Typist
AV Technician	Help Desk Specialist
AV Technician	Repair Shop Manager
IT Specialist	Computer Programmer
IT Specialist	Computer Programmer
IT Specialist (temporary)	Help Desk Specialist
IT Specialist (temporary)	Help Desk Specialist
IT Specialist	Network Administrator
IT Specialist	IT Specialist on loan to Banner Team

3. Student Worker Hours Per Week

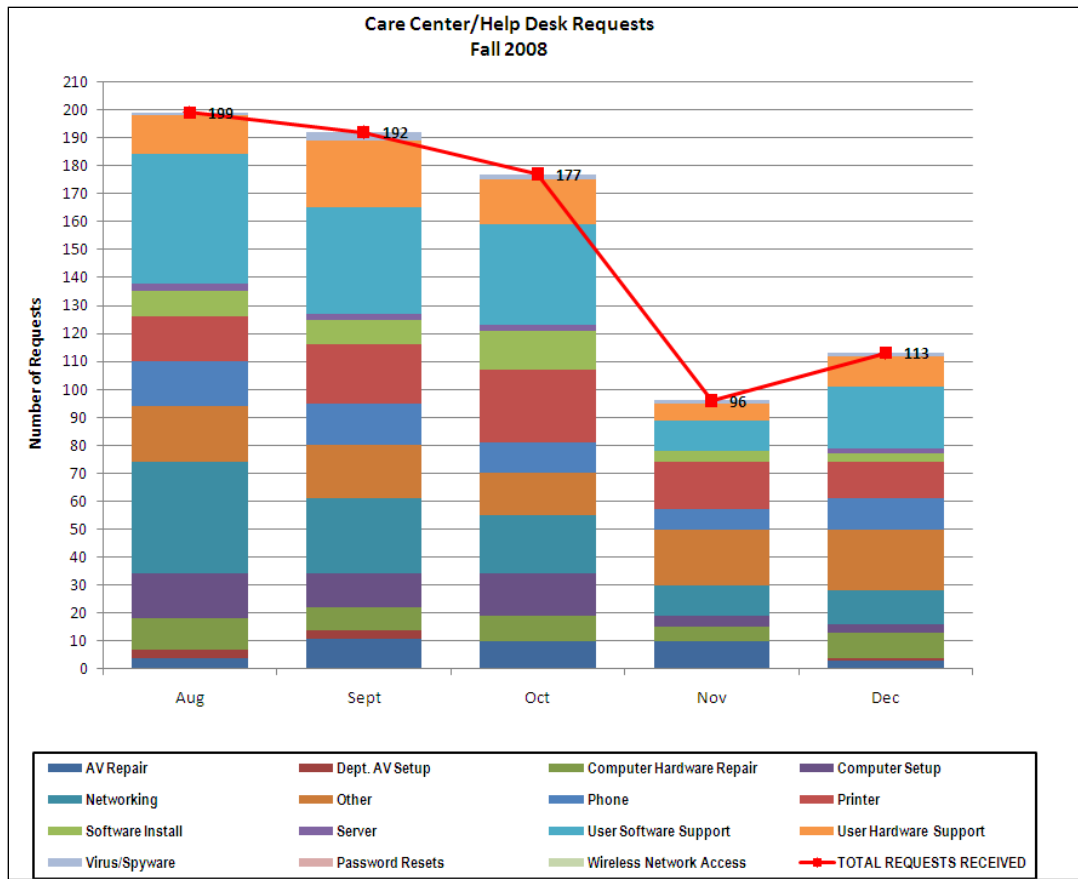
Student Worker	Title	Funding	Hrs/Wk
A21 - \$8.50	Technology Room Assistant	Title III	20
A21 - \$8.50	Technology Room Assistant	Title III	20
A21 - \$8.50	Help Desk Technician Aide	CELTT	15
A34 - \$10.50	Instructional Computing Assistant	External Grant	20
A21 - \$8.50	Network Support Aide	CELTT	15
A21 - \$8.50	Help Desk Technician Aide	CELTT	15
TOTAL HOURS PER WEEK IN REGULAR SEMESTER			105

4. Loan Pool Equipment Loan and Set-Up Requests Received: This unit maintains a pool of equipment for faculty/staff use, e.g., cameras, projectors, sound systems, and laptop computers. A total of 344 requests were received in the program review period as shown in the table below.

Month	Total Requests
August	77
September	113
October	65
November	47
December	51
TOTAL	344

5. Help Desk and Computer Services Counts Per Week and Average Processing Time: A total of seven-hundred and seventy-seven service requests were received by our Customer Care Center. The table and chart below shows identifies the nature of the calls with monthly counts.

Primary Issue	Aug	Sept	Oct	Nov	Dec	TL
AV Repair	4	11	10	10	3	38
Dept. AV Setup	3	3	0	0	1	7
Computer Hardware Repair	11	8	9	5	9	42
Computer Setup	16	12	15	4	3	50
Networking	40	27	21	11	12	111
Other	20	19	15	20	22	96
Phone	16	15	11	7	11	60
Printer	16	21	26	17	13	93
Software Install	9	9	14	4	3	39
Server	3	2	2	0	2	9
User Software Support	46	38	36	11	22	153
User Hardware Support	14	24	16	6	11	71
Virus/Spyware	1	3	2	1	1	8
Password Resets						0
Wireless Network Access						0
TOTAL REQUESTS RECEIVED	199	192	177	96	113	777
AVERAGE PROCESSING TIME IN DAYS	4.36	3.77	4.48	5.16	6.27	4.81



6. Number of faculty and staff computers: Approximately 500 computers.
7. Number of student computers per FTE: CELTT provides primary support to a handful of computer labs, thus we cannot make an accurate estimate. The total number of computers in these labs we support is about 257.
8. Wireless Coverage Per Campus: 98% of the campus has access to the wireless network. The chart below lists buildings, number of wireless access points, and square footage of coverage provided by those access points.

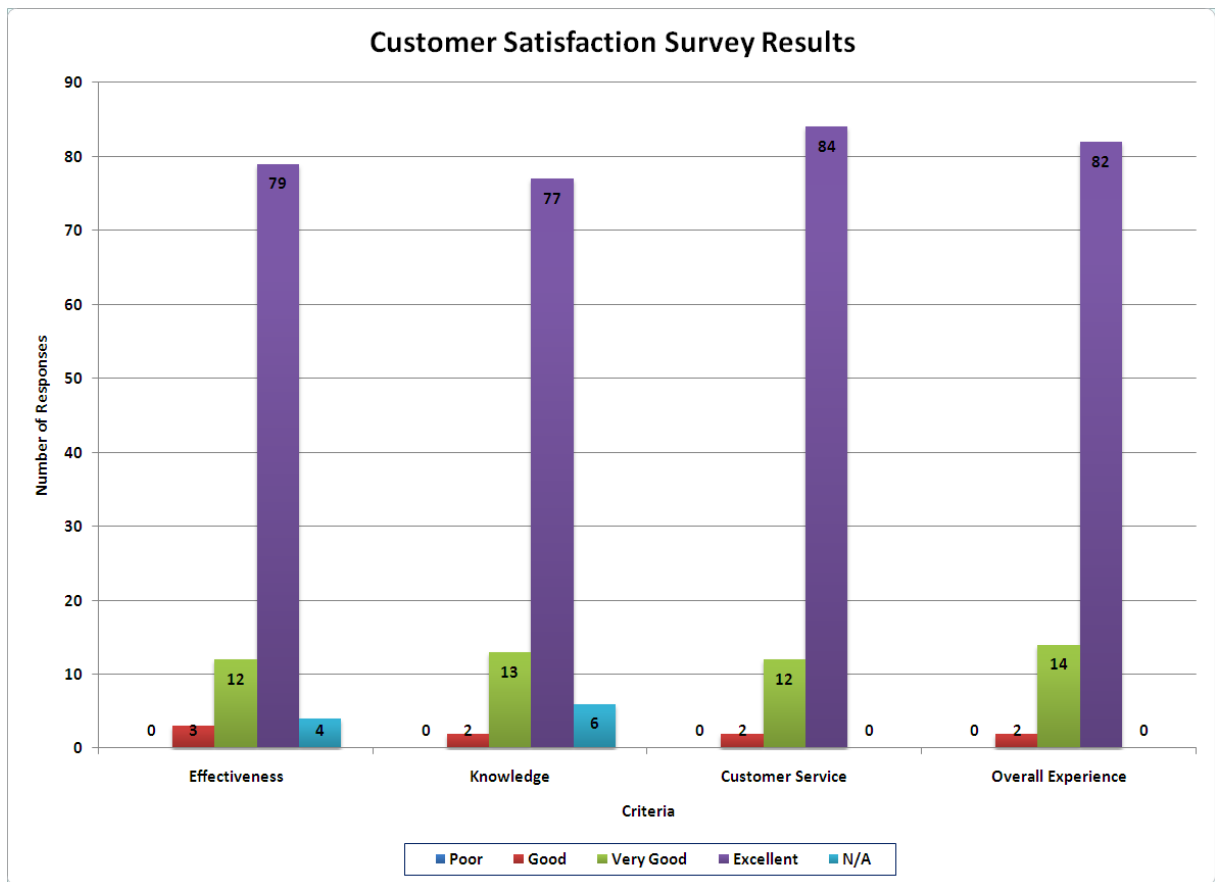
Building	Number of Wireless Access Points	Square Feet
Chapel	0	0
Iliahi	6	1,344,000
Ilima	6	1,344,000
Kalia	3	672,000
Kauila	8	1,792,000
Koa	0	0
Kokio	6	1,344,000
Kopiko	6	1,344,000
Lama	9	2,016,000
Maile	0	0
Mamane	0	0

Manele	2	448,000
Manono	3	672,000
Mokihana	1	224,000
Naio	5	1,120,000
Ohelo	3	672,000
Ohia	5	1,120,000
Olapa	6	1,344,000
Olona	5	1,120,000
Olopuia	0	0

Outcomes

1. Satisfaction Measurements

Campus faculty and staff request service, report problems, and make equipment loan requests using the department’s online request form. Upon receipt of the request, the client receives a confirmation email. Upon completion of the request, the client receives and email invitation to complete a customer satisfaction survey. The survey respondents rate the staff’s effectiveness, customer service, knowledge, and their overall experience with the Center. Results are very positive as shown in the table below. **The total number of respondents is ninety-eight.**



CELTT SERVICES BUDGET PER COLLEGE BUDGET

CELTT's budget represents 3% of the total campus budget which is \$37,477,367 (G + TFSF).

ANALYSIS OF THE UNIT

Given the level of funding and staffing, the unit is highly productive and efficient based on output, client demand, and client satisfaction. Resources in the department are effectively applied toward the campus' mission; internal reallocation and reorganization of resources are made appropriately based on changing demands of the campus. A wide array of technology/telecommunications assets are managed by CELTT. This enables the department to develop and deploy innovations across many sectors of campus. Although the unit has distinct working groups, staff are encouraged to cross-train and collaborate, maintaining a high level of knowledge sharing and enabling the department to maintain a high level of support with a small workforce.

ACTION PLAN

To support the campus' goal of increasing distance learning courses, departmental resources will be reallocated to increase direct support services in the areas of instructional multimedia and professional development programs for distance learning faculty.

In 2009-2010 the department will expand professional development services to non-academic units and engage larger numbers of staff in workshops and other professional development events. We will encourage the application of technology to non-instructional areas such as student services in an effort to improve services to students. Counselors and other student services personnel have indicated increasing interest in using technology to improve and expand services.

RESOURCE IMPLICATIONS

With an increased focus on distance learning, technologies that support creation of high quality, rich learning environments will become increasingly critical. Even more critical is the presence of qualified personnel who can provide direct services to distance learning faculty. Faculty support services is cited as a critical ingredient for successful distance learning programs in Distance Learning guides written by the ACCJC/WASC and the American Federation of Teachers. CELTT's multimedia and instructional support unit is staffed primarily by temporary, grant-funded employees or casual hires, also grant-funded. Long term plans for the college should include allocation of additional resources in the form of one or more permanent, full time specialists, e.g. APT Media Specialist and IT Specialist with Distance Learning expertise.

CENTER FOR EXCELLENCE IN LEARNING,
TEACHING AND TECHNOLOGY

PROGRAM REVIEW

FALL 2009

PRINTING SERVICES, INSTRUCTIONAL
MULTIMEDIA SUPPORT SERVICES,
COMPUTER SERVICES AND IT SUPPORT

Submitted Dec. 2, 2010



KAPI'OLANI COMMUNITY
COLLEGE

BACKGROUND

Kap'iolani Community College is developing a new ecology of learning that connects classrooms, labs and centers, campus, community, and cyberspace. [Strategic Plan 2008-2015: Framework, Process, and Context, p. 15] This learning ecology opens many avenues to faculty innovation in meeting the diverse learning styles of our students. Within this ecology, strong faculty commitment to indigenous, multicultural, international, and civic learning has helped prepare students for effective engagement and leadership in a globalizing era. The central force driving College innovation is the faculty's collective commitment to high quality student learning and success realized in degree programs and cross-curricular emphases, and supported by an active Center for Excellence in Learning, Teaching and Technology (CELTT). [Title III Grant Application, PRS]

CELTT was created in January 2005 by then-Chancellor John Morton with a goal to “create a center that uses learning-college principles to provide faculty with one-stop support for improving learning but also serve as a focal point for leadership in improving teaching and learning.” The Center was built on the strengths of the unit formerly known as IMTS – Instructional Multimedia and Technology Services and well-established faculty professional development programs.

MISSION

Using learning college principles, CELTT provides leadership and support for the improvement of teaching and learning. CELTT advances the college's mission through the application of appropriate technologies and is committed to enhancing and expanding learning opportunities for students, staff, and faculty.

SUPPORT SERVICES DELIVERED BY THE CENTER FOR EXCELLENCE IN LEARNING, TEACHING AND TECHNOLOGY

The Center for Excellence in Learning, Teaching and Technology (CELTT) is responsible for planning, developing, and delivering high quality computing and media resources and services for student learning, administrative operations, faculty and staff development, and delivery of instruction and services. CELTT:

- Coordinates, develops, and implements the College's technology plans;
- Develops and maintains the College's voice, data and video networks;
- Develops and supports local area networks within instructional and administrative facilities;
- Develops and coordinates faculty and staff professional development activities;
- Conducts demonstrations to familiarize faculty and staff with equipment available and to enable them to operate equipment;
- Supports the development and delivery of distance education using a variety of media, such as broadcast television, cable television, web-based instruction, or other forms of digital delivery;
- Supports curriculum innovation using computers or media technology in the classroom;
- Develops and maintains computing programs and services for both academic and administrative uses;

- Works with College program heads to formulate budget requirements especially in the area of technology and technology uses;
- Evaluates and makes recommendations on the purchase of technology;
- Maintains and repairs media and computing equipment, including the development and implementation of preventive maintenance programs;
- Trains faculty and staff in various computer applications and use of media;
- Provides telephone/telecommunication services; and
- Develops and implements applicable policies and procedures.

[Functional Statements, Reorganization Proposal, March 20, 2008, p. 5]

**QUANTITATIVE INDICATORS: MEDIA SERVICES/GRAPHIC ARTIST
SUPPORT/PRINTING SERVICES/INSTRUCTIONAL SUPPORT**

PRINTING SERVICES

Demand

1. Campus Enrollment (FTE): 5,132
2. Number of Faculty: 252
3. Number of Staff: 148

Efficiency

4. Hours Open Per Week: 46.5 hours per week with the schedule: Monday through Thursday 7:30am to 5:00pm and 7:30am to 4:00pm on Fridays.
5. Number Of Staff: 1 full-time Print Shop Manager, 1 full-time vacant support position, and 1 Graphic Artist.
6. Student Worker Hours Per Week: 10-15 hours per week
7. Number Of Work Orders Completed: 451
8. Number Of Copies Generated: 649,558
9. Number Of Copies Per FTE Student: 126.5

Outcomes

10. Satisfaction Measurements Using Common Survey Questions: No customer satisfaction surveys were conducted for this program review period.

INSTRUCTIONAL MULTIMEDIA SUPPORT SERVICES

Demand

1. Campus Enrollment (FTE): 5,132
2. Number of Faculty: 252
3. Number of Staff: 148

Efficiency

1. Hours Open Per Week: Normal hours of operation range from 7:30am to 10pm based on conferencing needs and course scheduling.
2. Number and Description Of Staff
Permanent regular-funded staffing consists of one full-time faculty member and one full-time IT specialist. The team is directed by a full-time temporary Distance Learning Coordinator and also includes a casual hire covering for a vacant IT specialist and three full-time staff who are on special or trust funds. Staffing is not sufficient to meet the demand for services.

IMD Staffing: Regular Full-time Employees	
Status	Title
APT IT Specialist	Professional Development Coordinator
Faculty	Faculty
IMD Staffing: Temporary or Casual Employees - Special or Trust Funds	
Status	Title
APT Media Specialist (temporary)	Distance Learning Coordinator
APT Media Specialist (temporary)	Producer/Director
APT Educational Support Specialist (temporary)	Closed Captioner, Disability Student Support
APT Institutional Support Specialist (temporary)	ePortfolio, HITS, & Lulima Support
APT IT Specialist (casual hire)	Lulima and multimedia support

3. Student Worker Hours Per Week

Student Workers	Title	Hrs/Wk	Source
A33 - \$10.15	Production Assistant	10	Olelo
TOTAL HOURS PER WEEK IN REGULAR SEMESTER		10	

4. Hours of Cable Programming Produced

Credit Course Programming					
Course	Credits	Length of Program	Sessions Per Week	Duration in Weeks	Hours Locally Produced

EALL 271	3	75 minutes	2	16	40
ED 285	3	60 minutes	2	16	30
ESS 100	3	75 minutes	2	16	40
HWST 107	3	75 minutes	2	16	40
JPNS 131	4	75 minutes	2	16	40
LAW 111	3	75 minutes	1	16	16
SP 181	3	75 minutes	2	16	40
TOTAL					246

5. Closed Captioning Services: Transcription and closed captioning were provided for ED 285 and SP 181. Services were also provided for community promotional pieces.
6. Work Requests to this Unit: An online system was launched in Fall 2008 and adoption has been slow, with many requests coming in via traditional means such as phone calls and email; the data here does not reflect actual workload. Active promotion of the system and vigorous encouragement for faculty to use the system should change user behavior so that future reports more accurately reflect workload.

Primary Issue	Aug	Sept	Oct	Nov	Dec	Totals
ADA Support	0	0	2	1	0	3
ePortfolio	1	2	2	2	3	10
Laulima	28	37	21	9	15	110
HITS/ITV	0	0	1	0	0	1
Instructional Training	4	2	1	0	0	7
Multimedia Consultation	1	1	3	2	1	8
Other	1	0	0	0	0	1
Software Support	2	1	15	1	4	23
Video Conferencing	0	1	3	1	1	6
Video Production (non 'Olelo)	0	1	0	0	0	1
TOTAL	37	45	48	16	24	170

7. Classrooms Equipped Per Total Classrooms: A total of 178 classrooms are equipped with multimedia equipment that is maintained by CELTT. This accounts for virtually every classroom on campus.
8. Faculty/Staff Professional Development Events Offered & Number of Participants

Fall 2009 Professional Development Events Data	
Attendees	47
Unduplicated attendees	23
Departments	13
Workshops	32

Fall 2009 Professional Development Events
4Ts Book Club: "Outliers" by Malcom Gladwell
Contract Renewal Info Session
Curriculum Central
Curriculum Central for Committee members
Curriculum Central for KapCC History Faculty
Digital Marketing Strategies
Furoshiki cloth wrapping
Information Security and YOU! With Jodi Ito
Laulima Assignments Tool
Laulima Course Management Tools
Laulima Resources Tool
Laulima Tests, Tasks and Surveys
Protocol Japanese
Tech Thursday: Excel Tips and Tricks
Tech Thursday: Excel 2007 Filtering, Sorting and De-Duplicating
Tech Thursday: PowerPoint 2007 – Graphics (Themes, SmartArt)
Tech Thursday: PowerPoint 2007 – Printing Options, Prepare and Publish Options
Tech Thursday: PowerPoint 2007 – Slide Masters
Tech Thursday: Word 2007 – Mail Merge (Labels and Envelopes)
Tech Thursday: Word 2007 – Tables and Text Building Blocks
Tech Thursday: Word 2007 – Graphics and SmartArt
Tech Thursday: Word 2007 – Layout Options
Tech Thursday: Excel 2007 – Basic Charts
Tenure and/or Promotion Dossier Info Session

Outcomes

Satisfaction Measurements Using Common Survey Questions. Satisfaction surveys were not used for general work group services. An assessment plan for the department will evaluate outcomes for this group. The plan is being developed in cooperation with KCC's Office of Institutional Effectiveness and should be in place in 2010.

COMPUTER SERVICES AND IT SUPPORT

Demand

1. Campus Enrollment (FTE): 5,132
2. Number of Faculty: 252
3. Number of Staff: 148

Efficiency

1. Hours Open Per Week: 47.50 hours per week with the schedule: Monday – Friday:
7:30am to 5:00pm
2. Number and Description Of Staff

Care Center and Information Technology Unit Staffing	
Status	Title
Secretary (vacant)	Department Secretary
Clerk-Typist	Clerk Typist
AV Technician	Help Desk Specialist
AV Technician	Repair Shop Manager
IT Specialist	Computer Programmer
IT Specialist	Computer Programmer
IT Specialist (temporary)	Help Desk Specialist
IT Specialist (temporary)	Help Desk Specialist
IT Specialist	Network Administrator
IT Specialist (vacant)	Campus webmaster
IT Specialist	Cybrarian

3. Student Worker Hours Per Week

Student Worker	Title	Funding	Hrs/Wk
A21 - \$8.50	Technology Room Assistant	Title III	20
A21 - \$8.50	Technology Room Assistant	Title III	20
A21 - \$8.50	Help Desk Technician Aide	CELTT	15
A34 - \$10.50	Instructional Computing Assistant	External Grant	20
A21 - \$8.50	Network Support Aide	CELTT	15
A21 - \$8.50	Help Desk Technician Aide	CELTT	15
TOTAL HOURS PER WEEK IN REGULAR SEMESTER			105

4. Loan Pool Equipment Loan and Set-Up Requests Received: This unit maintains a pool of equipment for faculty/staff use, e.g., cameras, projectors, sound systems, and laptop computers. A total of 725 requests were received in the program review period as shown in the table below.

Month	Total Requests

August	185
September	182
October	163
November	121
December	74
TOTAL	725

5. Help Desk and Computer Services Counts Per Week and Average Processing Time: A total of seven-hundred and nine service requests were received by our Customer Care Center.

Primary Issue	AUG	SEPT	OCT	NOV	DEC	TOTAL
AV Repair	9	11	7	3	1	31
Dept. AV Setup	2	0	2	2	2	8
Computer Hardware Repair	6	7	15	7	3	38
Computer Setup	16	14	12	8	7	57
Consulting	1	7	0	2	2	12
Networking	19	14	21	10	3	67
Other	30	24	24	24	7	109
Phone	21	17	12	8	15	73
Printer	9	16	14	19	11	69
Server	1	4	1	0	2	8
Software Install	8	14	10	5	1	38
User Hardware Support	19	14	12	6	2	53
User Software Support	30	36	28	16	19	129
Virus/Spyware	7	3	3	3	1	17
TOTAL REQUESTS RECEIVED	178	181	161	113	76	709
AVERAGE PROCESSING TIME IN DAYS	7	6	5	6	3	5.4

6. Number of faculty and staff computers: Approximately 500 computers.
7. Number of student computers per FTE: CELTT provides primary support to a handful of computer labs, thus we cannot make an accurate estimate. The total number of computers in these labs we support is about 971.
8. Wireless Coverage Per Campus: 98% of the campus has access to the wireless network. The chart below lists buildings, number of wireless access points, and square footage of coverage provided by those access points.

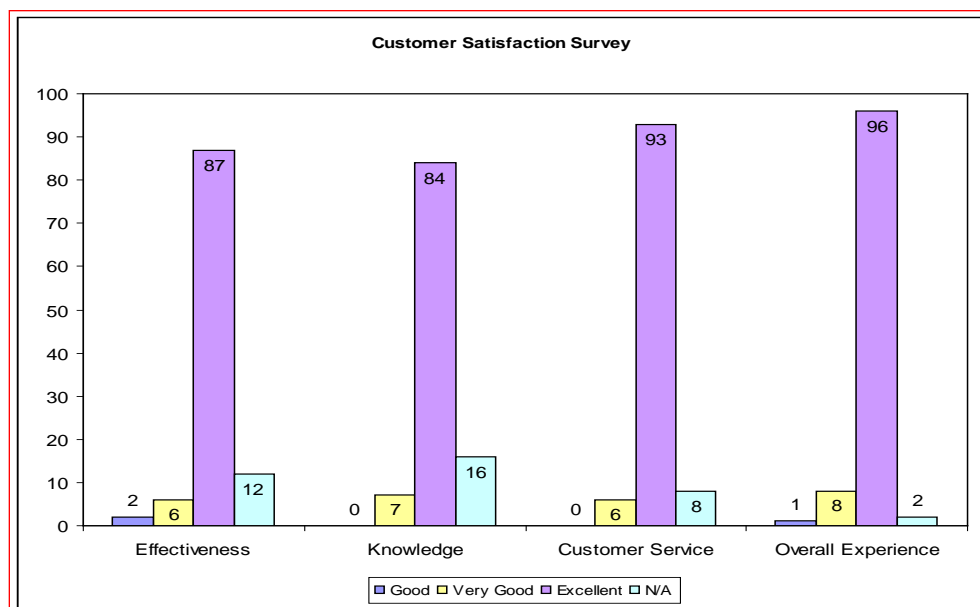
Building	Number of Wireless Access Points	Square Feet
Chapel	0	0

Iliahi	6	1,344,000
Ilima	6	1,344,000
Kalia	3	672,000
Kauila	8	1,792,000
Koa	0	0
Kokio	6	1,344,000
Kopiko	6	1,344,000
Lama	9	2,016,000
Maile	0	0
Mamane	0	0
Manele	2	448,000
Manono	3	672,000
Mokihana	1	224,000
Naio	5	1,120,000
Ohelo	3	672,000
Ohia	5	1,120,000
Olapa	6	1,344,000
Olona	5	1,120,000
Olopuu	0	0

Outcomes

1. Satisfaction Measurements

Campus faculty and staff request service, report problems, and make equipment loan requests using the department's online request form. Upon receipt of the request, the client receives a confirmation email. Upon completion of the request, the client receives an email invitation to complete a customer satisfaction survey. The survey respondents rate the staff's effectiveness, customer service, knowledge, and their overall experience with the Center. Results are very positive as shown in the table below. **The total number of respondents is 107.**



CELTT SERVICES BUDGET PER COLLEGE BUDGET

CELTT's budget represents 3% of the total campus budget.

ANALYSIS OF THE UNIT

CELTT is a complex unit comprised of faculty, professional and clerical staff, student interns, and volunteers. As demonstrated by high demand for services and client satisfaction, CELTT is a productive and efficient unit given its level of funding and staffing. Resources in the department are effectively applied toward the campus' mission and internal reallocation. Resources are reorganized when appropriate to fit campus demands. A wide array of technology and telecommunications assets are managed by CELTT. This enables the department to develop and deploy innovations across the campus. Although the unit has distinct working groups, staff cross-train and collaborate to maintain a wide breadth of knowledge. This enables the department to maintain a high level of support with a small workforce.

ACTION PLAN

Given staffing vacancies and growth in demand and size of the population served by the unit, to maintain current levels of support, CELTT must reallocate internal resources, seek extramural funding to supplement our campus allocation and workforce, and strategically modify service provision models. One strategy will be to extend services to the web, expanding our clients' access to support.

RESOURCE IMPLICATIONS

Since the prior reporting period, growth in the audience served by CELTT has been significant. In addition to enrollment growth, the number of faculty and staff increased. Conversely, staffing in CELTT has decreased with additional vacancies that remain frozen. Workload increased significantly, with a significant increase in the number of requests for audio-visual equipment loans and set-ups, as well as increases in instructional support requests and general technology services assistance.

Staffing is the most critical additional resource needed. The most pressing vacant professional positions that must be filled include:

- Campus Webmaster (IT Specialist)
- Distance Learning Coordinator/'Olelo Administrator (Media Specialist)
- IT Specialist to administer campus multimedia productions and instructional servers

Additional positions are needed to help the department achieve tactical plan goals including:

- Educational Specialist to focus on enhancing and expanding departmental and support unit websites under the direction of the campus Webmaster
- IT Specialist to manage the student technology helpdesk and oversee student workers
- Faculty instructional designer to lead support efforts for online delivery of courses, including continuing education courses
- IT Specialist to support faculty assessment efforts including ePortfolios

Other resources needed include:

- Wireless networking equipment

- Funding for technology upgrades
- Title III grant funding has been secured for classroom upgrades, renovation of the Naio building, and distance learning-related efforts, but additional funding should be secured to assist with upgrades beyond 2011 when current grant-funding ends.
- Funding for expansion of software systems
- Systems such as the Imiloa social networking service and the campus ePortfolio should be expanded with additional functionality as needs arise.

ONLINE REQUEST FORM SYSTEMS

CELTT has implemented online work order systems which facilitate:

- 24/7 submission of requests by clients
- electronic requests from any internet-connected computer on or off campus
- internal workload and performance tracking
- rapid communication to clients that requests have been completed
- customer satisfaction data collection

These online systems enable the Unit Coordinator to assess workload, efficiency, and individual performance. The data gathered from these systems will aid in internal redistribution of resources and/or advocacy for more resources.

The following pages show screen shots of the online request forms for three work groups.



This is the entry page for clients; they can submit service requests from the various workgroups by clicking on the appropriate links.

Home | Directory | Location | Gallery | Contact Us

CELTT
The Center for Excellence in Learning, Teaching, and Technology

Kapi'olani Community College

Services

- Overview
- Get Help
- Application Support
- Audio Visual
- Campus Networks
- Distance Learning
- Customer Care Center / Help Desk
- Indicators

Professional Development

- Technology Topics
- Teaching Topics
- Other Topics
- Workshop Materials
- Register for Workshops
- Computer Lab
- Activities Calendar

We're on Twitter

Follow us to keep updated on comprehensive & uber-useful technology tidbits

Share | Facebook | My | RSS | Twitter

search...

Need Help? Submit an online request form.

Need a Request Form?

Instructions:

Help us provide you with the best service possible by using our online service request form system! Click on one of the links below based on the nature of your support needs.

-  [Customer Care Center Service Request Form For:](#)
 - Assistance resolving problems with telephone, networks, computers and printers or
 - Short-term loan of Audio-visual equipment
-  [Instructional Multimedia and Distance Learning Service Request Form For:](#)
 - Distance Learning Support: review, modify, and develop course content; create a website for courses; and deliver content via distance learning technologies.
 - Video/Multimedia Support: assist with effective user interface design, visual design, and selection of appropriate media such as text, graphics, audio files, video files, slideshows with animation and narration, and other media.
 - Laulima Support
-  [Graphics and Digital Printing Request Form, CELTT \(PDF Form\)](#)
-  [KCC Website Update/New Website Request](#)
 - Update Course information on KCC web & Quill
 - Request a NEW website consultation

Please be sure to include the following information to avoid delays in resolving your request

- Office Location
- Contact Number

This page allows users to refine their request for our Help Desk (Customer Care Center). Based on their selection, they are presented with a form that collects data specific to their need. The next two screen shots show intake forms for two different types of service.



Kapi'olani Community College
Center for Excellence in Learning, Teaching, and Technology

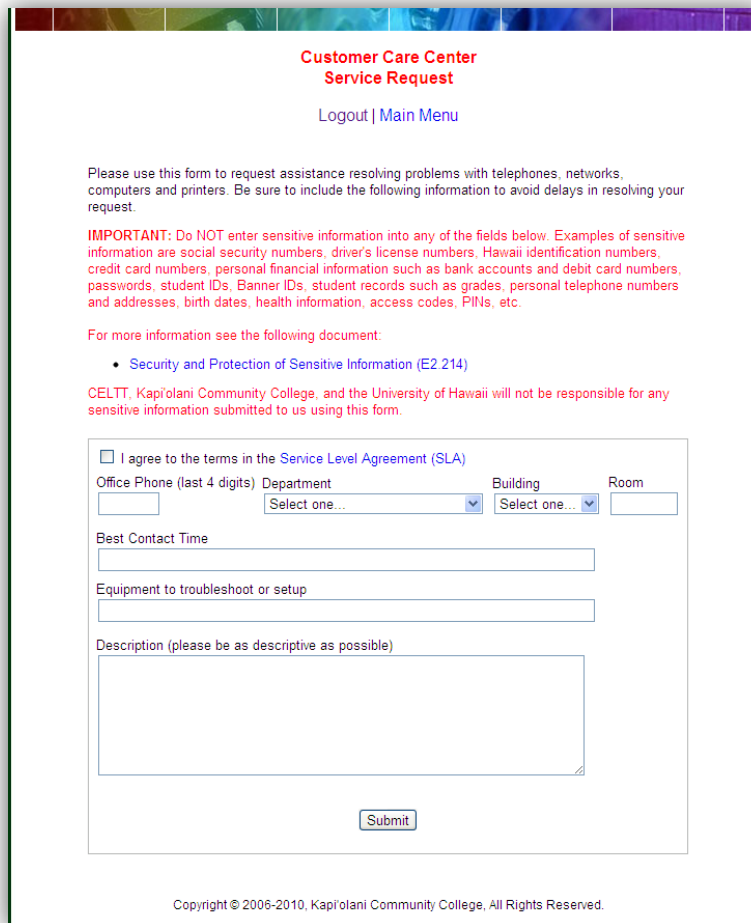
Customer Care Center
Main Menu

Logout

Welcome **Center Technology!**

Click once on the item that best describes your situation

- ▶ I want to borrow equipment for a class or KCC event
- ▶ I need to have a computer(s) and/or printer(s) setup
- ▶ I need to have software installed on a computer
- ▶ I have a computer, printer, or telephone problem
- ▶ I have an audio/visual equipment problem
- ▶ I need advice on a software, computer, or audio-visual equipment purchase



Customer Care Center
Service Request

Logout | Main Menu

Please use this form to request assistance resolving problems with telephones, networks, computers and printers. Be sure to include the following information to avoid delays in resolving your request.

IMPORTANT: Do NOT enter sensitive information into any of the fields below. Examples of sensitive information are social security numbers, driver's license numbers, Hawaii identification numbers, credit card numbers, personal financial information such as bank accounts and debit card numbers, passwords, student IDs, Banner IDs, student records such as grades, personal telephone numbers and addresses, birth dates, health information, access codes, PINs, etc.

For more information see the following document:

- [Security and Protection of Sensitive Information \(E2.214\)](#)

CELTT, Kapi'olani Community College, and the University of Hawaii will not be responsible for any sensitive information submitted to us using this form.

I agree to the terms in the [Service Level Agreement \(SLA\)](#)

Office Phone (last 4 digits) Department Building Room

Best Contact Time

Equipment to troubleshoot or setup

Description (please be as descriptive as possible)

Submit

Copyright © 2006-2010, Kapi'olani Community College, All Rights Reserved.

Customer Care Center Consulting Service Request

[Logout](#) | [Main Menu](#)

Please use this form to request consultation services. Be sure to include the following information to avoid delays in resolving your request.

IMPORTANT: Do NOT enter sensitive information into any of the fields below. Examples of sensitive information are social security numbers, driver's license numbers, Hawaii identification numbers, credit card numbers, personal financial information such as bank accounts and debit card numbers, passwords, student IDs, Banner IDs, student records such as grades, personal telephone numbers and addresses, birth dates, health information, access codes, PINs, etc.


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I agree to the terms in the [Service Level Agreement \(SLA\)](#)

Office Phone (last 4 digits) Department Building Room

Date Needed  Best Contact Time


Description of consulting services required (be as descriptive as possible)

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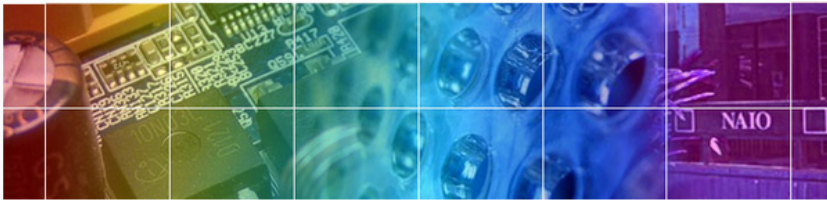
[Disclaimer](#)

This page is the intake form for our Instructional Services work group.

Kap'olani Community College



Center for Excellence in Learning, Teaching, and Technology



**Instructional Development, Multimedia, and Distance Learning Unit
Service Request**

[Logout](#)

Welcome **Mary T P Hattori!**

To submit a service request to the CELTT Instructional Multimedia & Distance Learning Unit, fill-in the fields shown below. When you are done, click once on the Submit button to complete the transaction. Note: All fields must be filled-in.

IMPORTANT: Do NOT enter sensitive information into any of the fields below. Examples of sensitive information are social security numbers, driver's license numbers, Hawaii identification numbers, credit card numbers, personal financial information such as bank accounts and debit card numbers, passwords, student IDs, Banner IDs, student records such as grades, personal telephone numbers and addresses, birth dates, health information, access codes, PINs, etc.

For more information see the following document:

- [Security and Protection of Sensitive Information \(E2.214\)](#)

CELTT, Kap'olani Community College, and the University of Hawaii will not be responsible for any sensitive information submitted to us using this form.

I agree to the terms in the [Service Level Agreement \(SLA\)](#) *

Department Office Phone (last 4 digits) Affiliation

Date Needed (mm-dd-yyyy)

Type of Request

ADA Support

E-Portfolio

Faculty Lab

HTS/ITV

Instructional Training

Laulima

Software Support

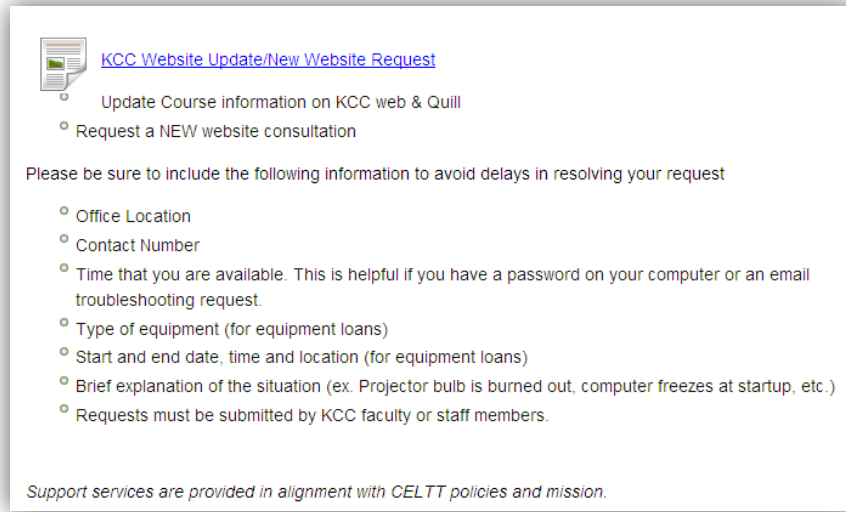
Video Conferencing


Please explain in detail what you need help with. Be as specific as possible.

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[Disclaimer](#)

The web services team was moved into CELTT in spring 2009 as part of the campus reorganization. During the transition into the unit the campus webmaster retired so an online request system for these services was delayed. In 2011 an online system will be tested and launched. The current intake form for this unit is a simple web form shown below.



 [KCC Website Update/New Website Request](#)

- Update Course information on KCC web & Quill
- Request a NEW website consultation

Please be sure to include the following information to avoid delays in resolving your request

- Office Location
- Contact Number
- Time that you are available. This is helpful if you have a password on your computer or an email troubleshooting request.
- Type of equipment (for equipment loans)
- Start and end date, time and location (for equipment loans)
- Brief explanation of the situation (ex. Projector bulb is burned out, computer freezes at startup, etc.)
- Requests must be submitted by KCC faculty or staff members.

Support services are provided in alignment with CELTT policies and mission.



Home Directory Location Gallery Contact Us

RENOVATION ALERT!
In Spring 2011, the Nalo building will undergo renovation. CELTT will remain operational, but some staff will be relocated within the building and to the Library, in the Lerna building. Renovation is expected to begin in spring and end in August 2011. Given disruptions associated with the renovation, the best way to seek assistance is through the online contact form and by calling our Customer Care Center at 734-9711. This article will be modified as updates are available.

Kapi'olani Community College
The Center for Excellence in Learning, Teaching, and Technology

Services

- [Overview](#)
- [Get Help](#)
- [Application Support](#)
- [Audio Visual](#)
- [Campus Networks](#)
- [Distance Learning](#)
- [Customer Care Center / Help Desk](#)
- [Indicators](#)

Professional Development

- [Technology Topics](#)
- [Teaching Topics](#)
- [Other Topics](#)
- [Workshop Materials](#)
- [Register for Workshops](#)
- [Computer Lab](#)
- [Activities Calendar](#)

We're on Twitter

 Follow us to keep updated on comprehensive & uberuseful technology tidbits



Webmaster

- 4303 Diamond Head Road
- Nalo Building
- Honolulu, Hawaii 96816
- 808.734.9711
- 808.734.9287

Enter your Name:

E-mail address:

Message Subject:

Enter your Message:

E-mail a copy of this message to your own address.

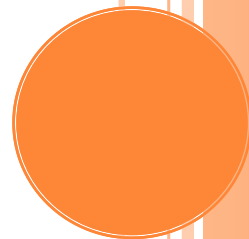
search...

DISTANCE LEARNING SUPPORT

CELTT provides comprehensive support for faculty preparing to deliver courses via distance learning technologies. Support is provided in the following ways:

- An [online service request system](#) through which Kapi'olani CC faculty can submit requests for assistance with distance learning technologies. This system is monitored during normal business hours by a team of employees and is the best way to request help.
- Workshops on various distance learning and other instructional technologies. We encourage [online registration](#) for our workshops.
- A Distance Learning/Laulima Certification Program which is a hybrid professional development opportunity for faculty who wish to teach online using the University's course management system, Laulima (Sakai). The program is offered based on faculty demand and availability of resources. The last program was offered in [summer 2010 program](#); another selective program is planned for spring/summer 2011.
- Web page templates and assistance with construction of web pages for online courses. Typical templates in use by faculty and programs include Syllabi and Orientation pages developed specifically for use in Laulima sites.
- For faculty approved to teach on 'Olelo Community Television, external funding is provided so that CELTT/Olelo staff can work with the faculty to: review, modify, and develop course content; create a website for each course; and deliver the course via cable programming. Course websites provide a review of content delivered via television, to provide complementary content information, and for evaluation purposes.
- A [resource bank](#) for faculty teaching online has information, sample documents, and links to websites covering these areas (and more):
 - rubrics for group work
 - rubrics for online discussions
 - netiquette tutorial
 - UH Student Conduct Code
 - community-building ideas
 - tips for managing expectations in an online course
 - copyright and fair use guidelines

The following report details distance learning developments on campus since 2007.



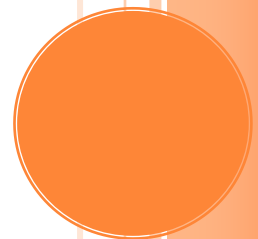
DISTANCE EDUCATION DEVELOPMENTS, 2007- 2010

*Center for Excellence in Learning, Teaching and
Technology*

This is a broad overview of the developments at Kapi'olani Community College in the area of support for distance learning.

M. Hattori

1/19/2011



DISTANCE EDUCATION DEVELOPMENTS, 2007-2010

Center for Excellence in Learning, Teaching and Technology

In 2007, Chancellor Leon Richards established the Online Distance Learning Steering Committee and put CELTT in charge of the group which was to achieve the following goals:

- determine the purpose or goal for an online distance learning program
- create a vision statement to align the goals of the online distance learning program with the mission statement of the college
- craft short term and long range plans for distance learning at Kapi'olani Community College including timelines

The committee discussed the following issues:

- Factors determining offering online courses
- Overall goal for distance learning at KapCC
- Training and mentorship of faculty
- A methodology for providing faculty support to move courses to distance learning environments
- Current offerings and analysis of target programs

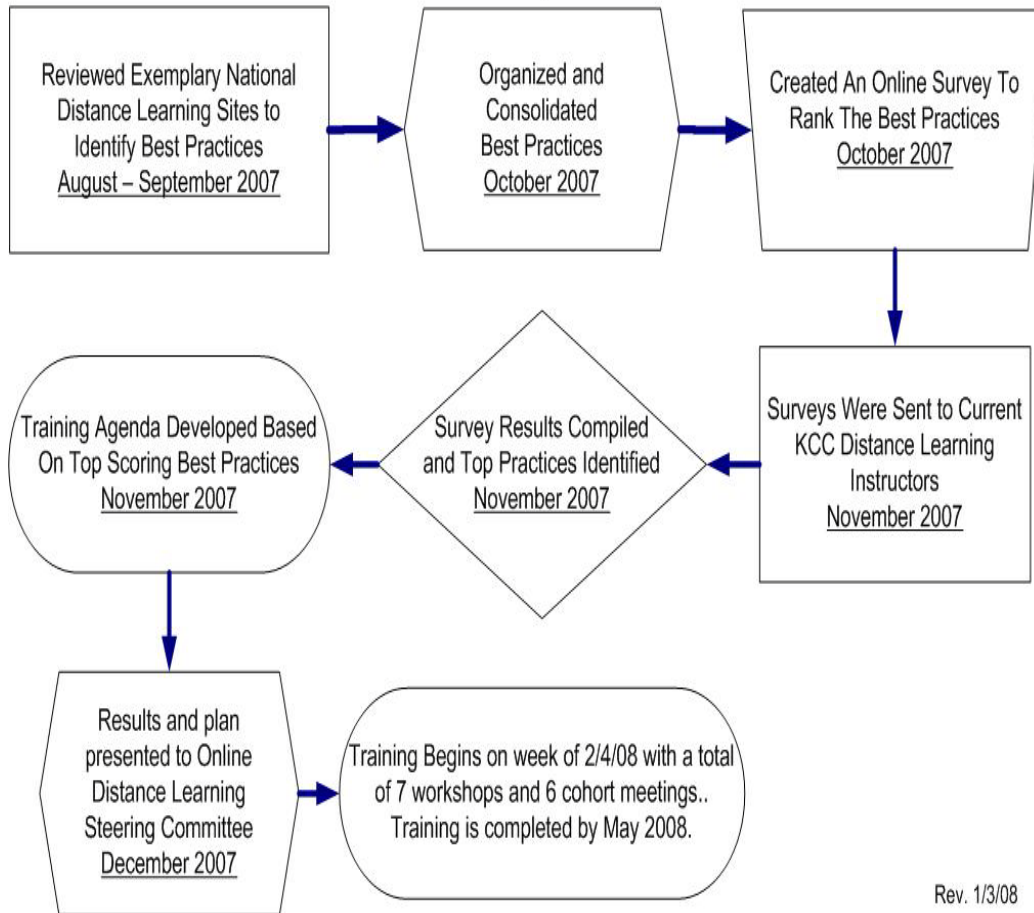
In 2009, the committee was moved under the scope of the Faculty Senate. It was renamed the Ad-Hoc Distance Learning Committee and membership was expanded to include more departments. See attachment for more information including committee membership lists, meeting notes, and website screen shots.

A major recommendation of the original committee was that resources be allocated to create a distance learning professional development certification program which would give faculty the knowledge, skills and support needed to deliver high quality online courses. CELTT collaborated with Title III Coordinator Kelli Goya and Vice Chancellor Pagotto to create a proposal for the project, "Promoting Learning with Technology." The proposal was submitted to the Chancellor in late 2007 and given an allocation of \$100,000.00.

The goals of the program were:

- Increase number of courses offered online
- Encourage high quality learning environments through appropriate training and support:
 - best practices in online teaching
 - components of good course websites using the new Lualima course management system

Development was a collaborative effort that included the committee, Kerri Lum on assigned time from Business Education, and CELTT staff. The diagram below shows the project's timeline:



Rev. 1/3/08

The 13-week program calendar is shown below:

Dates shown indicate the beginning of the week in which the event will occur.

1	Overview		Cohort Meeting 2/11/08
	DL Standards, Best Practices, Laulima	2/4/08	
2	Course Materials		Cohort Meeting 2/25/08
	Navigation, Web Pages, Links, Publisher Resources	2/18/08	
3	File Management		Cohort Meeting 3/10/08
	Uploading and Organizing files, using folders, managing different file formats, navigation	3/3/08	
4	Communications		Cohort Meeting 3/31/08
	E-mail, Discussion Board, other communication tools, Tutorials, Netiquette, Instructor response time	3/17/08	
5	Assessment		Cohort Meeting 4/14/08
	Exams, Quizzes, Papers, Links to external resources, Portfolios	4/7/08	
6	Instructor Expectations		Cohort Meeting 5/5/08
	Interaction w/students, Managing student-student interactions, Feedback, Netiquette	4/21/08	
7	Graduation		
	Faculty show and tell, Peer evaluation of sites, Receipt of certificates	5/12/08	

Dates shown indicate the beginning of the week in which the event will occur.

Rev. 1/3/08

Sixty-three faculty from the units listed below participated.

- A&S – Humanities
- A&S - Counseling
- A&S -Languages, Linguistics, and Literature
- A&S - Mathematics/Science
- A&S - Social Sciences
- Business Education
- Business Education - Marketing
- Business Education - Accounting
- Business Education - IT
- Health - EMS
- Health - Health Sciences
- Health - Nursing
- Holomua (now Kahikoluamea)
- Honda International Center
- Hospitality - Culinary
- Hospitality - Hospitality and Tourism Education
- Legal
- Student Services

Benefits of the program include:

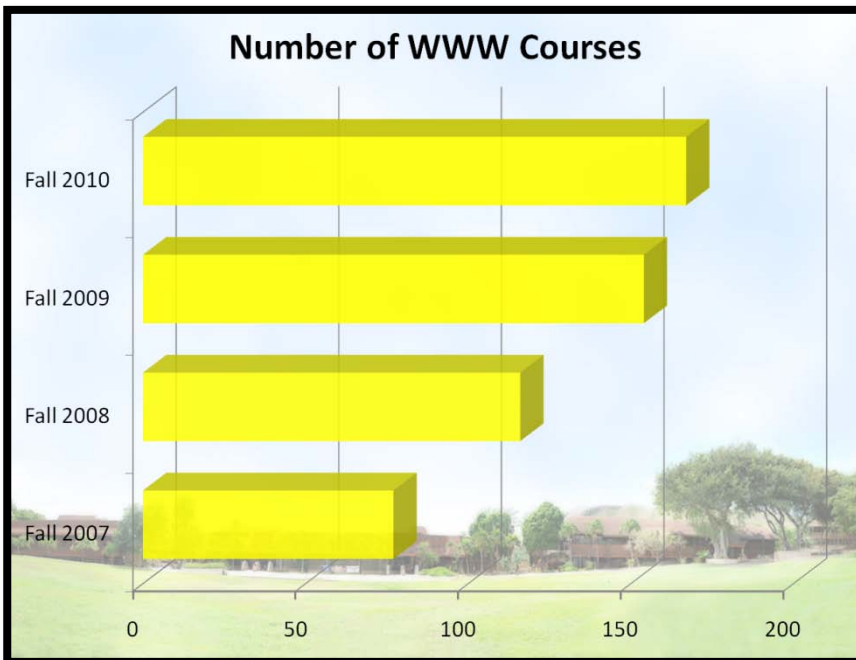
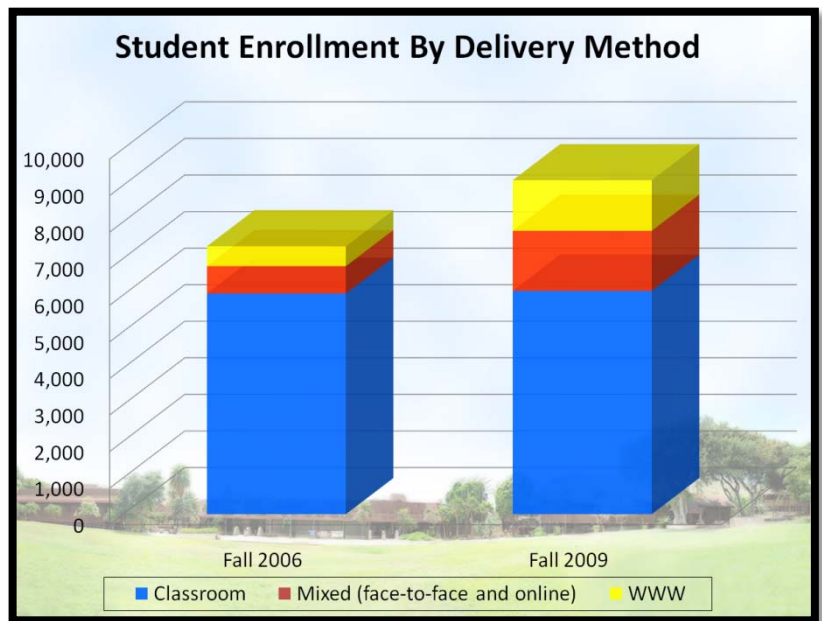
- Support in the form of stipends
- Technical support
 - creation of instructional materials
 - Laulima & other technologies
- Cohorts assigned one CELTT IT specialist and one/two highly-trained student assistants
- Foster faculty collaboration and coaching relationships
- End products
 - Well-designed course websites
 - Templates for courses
 - A cadre of faculty who can coach future distance learning faculty
 - Stronger relationships between CELTT staff and instructional faculty

The success of this initial program led to subsequent programs offered by CELTT in the next two years. The second program was a hybrid training program with both face to face and online sessions. The current program is entirely online with face to face and online meetings with CELTT staff available to participants. The program has been continually enhanced over time as we add more information and activities related to community building, student engagement, standards of conduct, universal design for instruction, new Laulima tools, new Web 2.0 tools, and web page templates constructed by CELTT staff. Currently, I have the lead role in adding to the resource pool and guiding the certification program's content and delivery. Joy Shirokane, KapCC's Distance Learning Coordinator and her staff have responsibility for actual delivery of the program. Copies of material about all of these programs are attached.

Achieving Results in Distance Learning

The efforts of CELTT and KapCC faculty to make the Chancellor's ambitious vision for distance learning a reality are reaping results. KapCC has experienced tremendous growth in online course offerings and enrollment. The number of students who took a combination of online and face to face classes increased from 17.6% of total enrollment in fall 2006 to 33% in fall 2009. The number of students taking only online courses more than doubled, increasing from 7% to 15% of total student enrollment in 2009.

In Fall 2007, the college offered 77 online courses. This semester over 160 courses are delivered via the WorldWideWeb.





Distance Education Report

PPAC Meeting
September 2, 2008

KAPI'OLANI COMMUNITY COLLEGE
HONOLULU, HAWAI'I

Online Distance Learning Steering Committee

- In fall 2006, Kelli Goya submits to the PPAC the document, **“Online Distance Learning Recommendations for Kapi'olani Community College”**
- In spring 2007, the Chancellor creates the Online Distance Learning Steering Committee with these goals:
 - determine the purpose or goal for an online distance learning program
 - create a vision statement to align the goals of the online distance learning program with the mission statement of the college
 - craft short term and long range plans for distance learning at Kapi'olani Community College

Committee Membership

<i>Last Name</i>	<i>First Name</i>	<i>Department</i>
Ford	Shawn	LLL
Goya	Kelli	Title III
Hattori	Mary	CELTT
Hoshiko	Carol	ISO
Inatsuka	Melvin	CELTT
Kalinowski	Ed	EMS
Kellogg	Guy	LLL
Kirkpatrick	Judith	LLL
Moeng	Bob	Math Science
Nelson	Stephanie	LLR
Nullet	Dennis	Social Science
Pang	Trude	Community Relations
Roddy	Kevin	LLR
Shinagawa	Satoru	LLL
Shirokane	Joy	CELTT
Stone	Pohaku	Humanities
Jaworowski	Susan	Legal Education

3

Issues Addressed

1. Factors determining offering online courses
 - Finding appropriate instructors who are willing and eager to teach using distance learning technologies.
 - Determining which classes may or may not be suitable for distance learning.
2. Target Courses and overall goal
 - Identifying workable courses with willing faculty.
 - Determining an achievable number of sections offered online by a target date.

4

Issues Addressed

3. Faculty Support

- Given or campus culture, what are the best methods of providing faculty support?
- Which campus bodies can be tasked with providing this support?

5

Recommendations

1. Factors determining offering online courses

- Finding appropriate instructors who are willing and eager to teach using distance learning technologies.
- Determining which classes may or may not be suitable for distance learning.

6

Recommendations

2. Target Courses and overall goal

- The following courses were suggested as targets for online delivery:

Physics	Art
Math	New Media Arts
Biology (Microbiology)	History
English/Literature	Medical (Allied Health)
Social Science	Pharmaceutical
Accounting	Nursing
ESOL	FISHE (Nutrition)
Language	Legal Education

- Fifteen percent of total sections (about 300 sections) offered to be completely online by fall 2011.

7

Recommendations

3. Faculty Support

- Mentorship of faculty by faculty already engaged in distance learning was recommended as the most effective method of achieving the goal.
- CELTT and KITE may be the most appropriate bodies to coordinate this effort.

8

Recommendations

- Committee should turn its attention to:
 - Student Learning Resources and Student Services needs related to distance learning.
 - ☑ A methodology for providing faculty support to move courses to distance learning environments.
 - A closer look at the current offerings and analysis of target programs.

9

Faculty Support Program

- A comprehensive faculty support program was created with these goals:
 - Increase number of courses offered online
 - Encourage high quality learning environments through appropriate training and support:
 - best practices in online teaching
 - components of good course websites using the new Laulima course management system
- Program was delivered in spring 2008.

10

The Program

- Workshops
 - 2 hours each
 - Bi-weekly schedule
 - Repeated five times to fit participants' schedules
- Cohort Meetings
 - Held bi-weekly, alternating with the workshops

Dates shown indicate the beginning of the week in which the event will occur.

1	Overview		2/4/08	Cohort Meeting 2/11/08
	DL Standards, Best Practices, Laulima			
2	Course Materials		2/18/08	Cohort Meeting 2/25/08
	Navigation, Web Pages, Links, Publisher Resources			
3	File Management		3/3/08	Cohort Meeting 3/10/08
	Uploading and Organizing files, using folders, managing different file formats, navigation			
4	Communications		3/17/08	Cohort Meeting 3/31/08
	E-mail, Discussion Board, other communication tools, Tutorials, Netiquette, Instructor response time			
5	Assessment		4/7/08	Cohort Meeting 4/14/08
	Exams, Quizzes, Papers, Links to external resources, Portfolios			
6	Instructor Expectations		4/21/08	Cohort Meeting 5/5/08
	Interaction w/students, Managing student-student interactions, Feedback, Netiquette			
7	Graduation		5/12/08	
	Faculty show and tell, Peer evaluation of sites, Receipt of certificates			

Dates shown indicate the beginning of the week in which the event will occur.

Rev. 1/3/08

11

KCC [SPRING 2008] DISTANCE LEARNING WITH LAULIMA (SAKAI)

WHAT YOU'LL LEARN

- WASC guidelines for distance education courses
- Exemplary course websites
- Best practices in distance learning
- Laulima course tools
- Online resources for instructional faculty
- Managing your course content
- Assessment strategies

CREATE EFFECTIVE LEARNING ENVIRONMENTS FOR YOUR STUDENTS THROUGH HANDS-ON WORKSHOPS

Each workshop is repeated five times so you have lots of opportunities to attend!

Topic	Date	Day	Time	Location
Overview: Distance Learning Standards and Best Practices, Exemplary Course Websites, and Laulima (profile, customize tabs, and edit site info).	4-Feb	Monday	2pm - 4pm	Naio 203
	5-Feb	Tuesday	10am-Noon	Naio 203
	5-Feb	Tuesday	1pm - 3pm	Naio 203
	8-Feb	Friday	8am - 10am	Naio 206
	8-Feb	Friday	3pm - 5pm	Naio 203
Course Materials: Organization of Course Material, Navigation, and Laulima (modules, resources, web content, presentation, link tool, and podcasts)	11-Feb	Monday	2pm - 4pm	Naio 203
	19-Feb	Tuesday	10am-Noon	Naio 203
	19-Feb	Tuesday	1pm - 3pm	Naio 203
	22-Feb	Friday	8am - 10am	Naio 206
	22-Feb	Friday	3pm - 5pm	Naio 203
File Management: Laulima WebDAV, Resource tool, File formats, Uploading files, and Drop box.	3-Mar	Monday	2pm - 4pm	Naio 203
	4-Mar	Tuesday	10am-Noon	Naio 203
	4-Mar	Tuesday	1pm - 3pm	Naio 203
	7-Mar	Friday	8am - 10am	Naio 206
	7-Mar	Friday	3pm - 5pm	Naio 203
Communication: Standards & Best Practices and Laulima (discussion tools messages, blogger, chat room, announcements, polls, news, mail tools, wiki, and forums)	17-Mar	Monday	2pm - 4pm	Naio 203
	18-Mar	Tuesday	10am-Noon	Naio 203
	18-Mar	Tuesday	1pm - 3pm	Naio 203
	14-Mar	Friday	8am - 10am	Naio 206
	14-Mar	Friday	3pm - 5pm	Naio 203
Assessment: Standards & Best Practices and Laulima (evaluation system, assignments, grade book, polls, post 'Em, and tests & quizzes)	7-Apr	Monday	2pm - 4pm	Naio 203
	8-Apr	Tuesday	10am-Noon	Naio 203
	8-Apr	Tuesday	1pm - 3pm	Naio 203
	11-Apr	Friday	8am - 10am	Naio 206
	11-Apr	Friday	3pm - 5pm	Naio 203
Instructor Expectations: Managing interactions with and among students, Netiquette, Student Conduct Code and Disruptive Student Policy, and feedback	21-Apr	Monday	2pm - 4pm	Naio 203
	22-Apr	Tuesday	10am-Noon	Naio 203
	22-Apr	Tuesday	1pm - 3pm	Naio 203
	25-Apr	Friday	8am - 10am	Naio 206
	25-Apr	Friday	3pm - 5pm	Naio 203

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Distance Learning Certificate Program Cohort Meetings

Spring 2008

Participants must attend one cohort meeting on each of the topics below;
cohort meetings begin on the week of Feb. 11, 2008.

Topic	Date	Day	Time	Location	
Overview: Distance Learning Standards and Best Practices, Exemplary Course Websites, and Lualima (profile, customize tabs, and edit site info).	25-Feb	Monday	2pm - 4pm	Naio 203	<i>Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.</i>
	12-Feb	Tuesday	10am-Noon	Naio 203	
	12-Feb	Tuesday	1pm - 3pm	Naio 203	
	15-Feb	Friday	8am - 10am	Naio 206	
	15-Feb	Friday	3pm - 5pm	Naio 203	
Course Materials: Organization of Course Material, Navigation, and Lualima (modules, resources, web content, presentation, link tool, and podcasts)	10-Mar	Monday	2pm - 4pm	Naio 203	<i>Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.</i>
	26-Feb	Tuesday	10am-Noon	Naio 203	
	26-Feb	Tuesday	1pm - 3pm	Naio 203	
	29-Feb	Friday	8am - 10am	Naio 206	
	29-Feb	Friday	3pm - 5pm	Naio 203	
File Management: Lualima WebDAV, Resource tool, File formats, Uploading files, and Drop box.	31-Mar	Monday	2pm - 4pm	Naio 203	<i>Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.</i>
	11-Mar	Tuesday	10am-Noon	Naio 203	
	11-Mar	Tuesday	1pm - 3pm	Naio 203	
	4-Apr	Friday	8am - 10am	Naio 206	
	4-Apr	Friday	3pm - 5pm	Naio 203	
Communication: Standards & Best Practices and Lualima (discussion tools, messages, blogger, chat room, announcements, polls, news, mail tools, wiki, and forums)	14-Apr	Monday	2pm - 4pm	Naio 203	<i>Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.</i>
	1-Apr	Tuesday	10am-Noon	Naio 203	
	1-Apr	Tuesday	1pm - 3pm	Naio 203	
	18-Apr	Friday	8am - 10am	Naio 206	
	18-Apr	Friday	3pm - 5pm	Naio 203	
Assessment: Standards & Best Practices and Lualima (evaluation system, assignments, grade book, polls, post 'Em, and tests & quizzes)	28-Apr	Monday	2pm - 4pm	Naio 203	<i>Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.</i>
	15-Apr	Tuesday	10am-Noon	Naio 203	
	15-Apr	Tuesday	1pm - 3pm	Naio 203	
	2-May	Friday	8am - 10am	Naio 206	
	2-May	Friday	3pm - 5pm	Naio 203	
Instructor Expectations: Managing interactions with and among students, Netiquette, Student Conduct Code and Disruptive Student Policy, and feedback.	5-May	Monday	2pm - 4pm	Naio 203	<i>Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.</i>
	29-Apr	Tuesday	10am-Noon	Naio 203	
	29-Apr	Tuesday	1pm - 3pm	Naio 203	
	9-May	Friday	8am - 10am	Naio 206	
	9-May	Friday	3pm - 5pm	Naio 203	

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Program Participants 64 admitted, 59 completed

Distance Learning Certificate Program Applications		
Departments	# new to Distance Learning	# with DL experience
Humanities	6	3
Math/Science	1	3
Social Sciences	4	7
LLL	7	7
Business Ed	3	5
Health Sciences	1	5
Nursing	1	0
Holomua	1	2
HOST	4	0
Legal Ed	1	0
Student Services	1	0
Culinary	0	2
TOTALS	30	34

Of those who did not complete the program, one was moved to 'Olelo support and is offering a hybrid course in fall 2008 and cable/internet in spring 2009.

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Other Developments

- Increased Distance Education Offerings
- Hybrid Courses to be Tracked
- Online Faculty Training Program Developed in Summer 2008 for Fall 2008 launch

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Fall Distance Courses: Online

Online Courses		
Department	# Sections	Comment
ACC	6	
ANTH	1	
BIOL	7	
BLAW	1	
BUS	2	
CE	1	
ECON	3	
ED	2	1 cable
ENG	20	
ESS	1	cable
FAMR	3	
FR	1	
FSHE	3	
GEOG	6	
HIST	3	
HLTH	5	
HOST	1	

Online Courses		
Department	# Sections	Comment
HWST	13	
ICS	5	
JOUR	2	
JPNS	2	
LAW	2	
MATH	2	
MGT	1	
MKT	3	
MUS	2	
PHIL	2	
POLS	2	
PSY	3	
REL	2	
SOC	2	
SP	2	2 cable
ZOOL	6	
TOTAL ONLINE	117	

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Fall Distance Courses: HITS and Off-Campus

HITS Courses		
Department	# Sections	Comment
IT	2	
ASL	1	
DEAF	1	
TOTAL HITS	4	

Off Campus Courses		
Department	# Sections	Comment
LAW	8	UHM
MEDA	7	Waianae
RAD	5	Maui
NURS	1	Waianae
EMT	3	Maui, mobile
TOTAL OFF-CAMPUS	24	

Grand Total DE	145
Grand Total DE and Hybrid	183

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Fall Hybrid Courses

Hybrid Courses		
Department	# Sections	Comment
AMST	1	
BUS	3	
ENG	22	
ESOL	1	
HAW	2	
HWST	2	
JPNS	3	
MGT	1	
MUS	1	
PHYL	1	
SPAN	1	
TOTAL HYBRID	38	

Grand Total DE	145
Grand Total DE and Hybrid	183

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Purpose of This Course

With an eye towards increasing access to higher education for the state of Hawai'i, Kap'olani Community College offers this online professional development opportunity for its faculty.


Kap'olani Community College thus fosters the creation of high quality learning environments through appropriate training and support in the following areas:

- best practices in online course delivery
- components of exemplary course websites
- mastery of major tools and features of Lualima, UH's Course Management System
- WASC/ACCJC guidelines for distance learning courses
- managing expectations for students and faculty in online courses
- fostering collaboration using Lualima tools and managing interactions among students
- assessment of student learning
- managing files and course material in Lualima


Welcome Page Template



Lualima Cooperation, joint action; group of people working together; community food patch; to work together, cooperate.
Li... many hands.
The Learning & Collaboration Server for the University of Hawai'i Community


[Logout](#)

My Workspace | [ED-170-0 \[KAP.33418_FA08\]](#) | [ETEC.644 SS 08 \[MAN.94207_SU08\]](#) | [KAU Instr Tech](#) | [- more -](#)



Worksite Information

Options

Welcome!

ED 170 Fall 2008

Computer Applications in the Classroom

This is a fun, gentle introduction to technology for teaching and learning.

This course:

- includes hands-on experiences so you learn by doing
- is appropriate for those with little computer experience as well as more experienced users - everyone will learn something
- will teach you how to use computer and Internet applications such as word-processors, spreadsheet managers, presentation programs, electronic portfolios, etc.
- introduces you to a wealth of resources for teachers on the WorldWideWeb

Recent Announcements

Options

Assignment: Open Date for Word Processing Project
(Mary Hattori - Aug 30, 2008 11:48 am)

MS Office 2007 Sale at UH Bookstore!
(Mary Hattori - Aug 28, 2008 12:42 pm)

Tutorials Posted!
(Mary Hattori - Aug 26, 2008 9:40 am)

Calendar

Options

September, 2008 < Today >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4

Events for Sep 02, 2008
Activity - [Start Readings for Weeks 2 and...](#)

[Request Assistance](#) | [Request Account](#) | [Contact Us](#) | [University of Hawai'i](#) | [Info Tech Svcs](#)
 Powered by Sakai

Orientation Template



Laulima

Cooperation, joint action; group of people working together;
community food patch; to work together, cooperate.
Lit., many hands.
The Learning & Collaboration Server for the University of Hawai'i Community



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Orientation

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Orientation To ED 170 | Your Guide to Success in This Course

[Distance Learning Overview](#) | [Ready for an Online Class?](#) | [Laulima Orientation](#) | [Laulima Tutorials](#) | [About the Instructor](#) | [About the Course](#)



Welcome to my class!

Your success in this class is very important to me. I want to make the learning fun, provide experiences so you gain skills that are useful in your career, and connect you to other students who can support the learning process.

A key to success in an online course is an awareness of the following:

- what it takes to be a distance learning student
- how to use our course website (Laulima)
- about the instructor
- overview of the course

Who dares to teach must never cease to learn. [John Cotton Dana]

Syllabus Template



Laulima

Cooperation, joint action; group of people working together;
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Syllabus

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ED 170 | Computer Applications in the Classroom

[CLASS FORMAT](#) | [ASSIGNMENTS/GRADING](#) | [EXPECTATIONS](#) | [REQUIRED TEXT/TECHNOLOGY](#)



Course Description/Topics

ED 170 is an introduction to the application of computers to teaching and learning. This course provides hands-on experience with computer and Internet applications and covers the following topics:

- operating systems
- word processors
- spreadsheet managers
- database managers
- presentation programs like PowerPoint
- Internet applications such as electronic mail and World Wide Web browsers
- Internet resources for educators
- web-based classroom management software
- electronic portfolios
- assistive technologies both hardware and software that are commonly used by students with disabilities

Instructor:

Mary T. P. Hattori, Asst.
Professor of Information
Technology and Coordinator of the
**Center for Excellence in
Learning, Teaching and
Technology at Kapi'olani
Community College**

What's Next?

- Faculty Senate Involvement
- Address Additional Issues
 - Class size
 - Office hours
- Online Course to be launched in fall 2008



Distance Learning Certification Program

Contents [Next](#) Page 1 of 4 [print all](#)

Program Goal

To support the delivery of new hybrid or online courses by KCC faculty through a professional development program based on best practices and accreditation guidelines for distance learning.


Program Description

Most of the program will be delivered online so that faculty may participate at their convenience. Hands-on workshops to familiarize faculty with the Lualima course management system and other technologies will be offered in summer 2010 and CELTT staff will be available for online consultation on a regular basis. Additional face to face support will also be made available. Support from CELTT includes consultation on course design and selecting appropriate Lualima tools for your particular course.

Topics

- Faculty and Student Readiness
- Best Practices and ACCJC Guidelines for Distance Learning
- Community-Building in Online Courses
- Instructional Design for Distance Learning
- Universal Design for Learning
- Lualima - the University's Course Management System
- Other Technology Tools for Distance Learning, e.g., Web Conferencing

[← Contents](#)
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Distance Learning Certification Program

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Program Benefits

- Convenience. You may access program material from any location with Internet connectivity. You may participate in nearly all program activities via the WorldWideWeb and the online training is asynchronous, giving you flexibility in terms of scheduling.
- Assistance in converting current courses into distance-delivered courses that attend to national standards and best practices.
- Support from a team comprised of faculty, staff, and student assistants with expertise in distance learning, instructional design, professional development, multimedia, Lualima, and other learning technologies.
- Access to student support resources that are being developed at various community colleges such as a virtual help desk and online course success videos and tutorials.
- A certificate as documentation of completion of this professional development program.
- A netbook computer with Office 2007 and a certificate.

[← Contents](#)

Distance Learning Certification Program

In the ever-changing global classroom...
...it's the teacher that makes a difference.

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print all

Admission Criteria

◀ Contents

- course to be developed has not been delivered online by the applicant
- course meets goals of the department's tactical plan or is part of an academic program
- applicant is willing to share technical and pedagogical expertise with others in the future
- applicant and department chairperson agree that applicant is likely to teach distance learning courses in the 2010-2011 academic year
- admission of applicant does not create an imbalance in the range of disciplines already covered by campus distance learning initiatives
- applicant understands that the project will be reviewed in an effort to improve the program and consents to participate in this review process. This may include course review based on rubrics from similar professional development programs and surveys of student satisfaction with the learning environment and student services support.
- applicant will engage in program activities in summer 2010

Distance Learning Certification Program

In the ever-changing global classroom...
...it's the teacher that makes a difference.

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Program Requirements

◀ Contents

Mandatory Orientation

All participants must attend a face to face orientation session to become familiar with the technologies being used to deliver the program, i.e., Laulima and Elluminate, and to meet program support staff. Two sessions have been scheduled as follows:

- Tuesday, June 15, 11:00am to 12:30pm, Naio 203
- Friday, June 18, 1:00pm to 2:30pm, Naio 203

Participants who cannot attend one of these sessions must email the program coordinators to make alternate arrangements. Contact maryh@hawaii.edu or joy@hawaii.edu if you cannot attend one of the mandatory sessions.

Program Outcome

After completing the orientation, go to the Distance Learning for Faculty Laulima website's Assignment section and review the KCC Summer DE Program: Course Creation Project Assignment. Then proceed through the Modules in sequential order, using the modules as the basis for completing your assignment which is to build an online course website in Laulima, following best practices and ACCJC guidelines.

Build an Online Course

This task is the point of this Distance Learning for Faculty course. You are to create a site to be used in Fall 2010, Spring 2011, or Summer 2011. The content expectations for your course are:

- Syllabus, including the following sections:
 - Course Information
 - Academic & Course Calendars
 - Policies
 - Technology & Laulima (see *Syllabus Considerations Module* for more specific information)
- Student Orientation
- Demonstrate understanding of applicable ACCJC guidelines by implementing them in a course through content, delivery, activities, assessment, etc
- A course plan listing topics and activities for each week with references to the specific SLO addressed by the activities (Modules)
- Apply skills in the use of the tools related to Laulima course administration, organization, & maintenance
 - Add tools appropriate for achievement of student outcomes
 - Manage participants
 - Generate site stats reports
 - If appropriate, manage sections and groups
- Demonstrate Laulima skills by constructing a course site that includes tools in these categories:
 - Content delivery (at least 1 tool)
 - Communication (at least 1 tool)
 - Assessment (at least 1 tool)
- Demonstrate further Laulima skills by implementing learning activities in the tools chosen for the site. Develop at least one individual learning activity.
- Apply at least two universal design for learning principles in course content.
- Plan at least one activity that is interactive, collaborative, or foster connections among students (community building).
- Indicate how you plan to collect student feedback and use it to improve your course.

On this Page



Program Requirements
Mandatory Orientation
Program Outcome
Build an Online Course

Resource Bank for Distance Education Faculty



Teaching Resources for Distance Learning Faculty

CATEGORIES OF RESOURCES
Annotated bibliography
Anti-Plagiarism resources
Class management issues
Community-building resources
Copyright & Fair Use
Expectations of instructors
Expectations of students
Icebreakers
Rubrics: Discussions
Rubrics: Group work
Student Services

This section of our course site is a treasure-trove of resources for distance learning teachers, much of it written by faculty with online course experience.

Some examples of resources here:

- icebreakers or getting to know you activities that work well in online environments
- rubrics for grading online discussions
- links to Student Services information about registration, buying books, the conduct code, netiquette, etc.
- rubrics for grading group activities
- ideas for soliciting feedback from your students
- sample statements of your expectations of students and what they can expect of you, e.g., "Email communications must be conducted within this course site and not an external email program."

Icebreakers and Getting-to-know-you Activities

- [BACK TO TEACHING RESOURCES INDEX](#)

In the first week of your online class, provide students with opportunities to familiarize themselves with each other and with you. A common way to do this is with one or more 'Getting To Know You' activities that can be posted as discussion board or forum topics.

This section includes sample introduction activities which you may adapt for your own course.

1. [What Kind of Animal?](#)

This activity provides an informal way for participants to learn about each other and begin working together.

Source: Dave Searcey, Instructional Designer, Air Education and Training Command, USAF.

2. [Things](#)

This activity introduces students' interests and background to classmates in an innovative way.

Author: J. Ana Donaldson, Ed.D., University of Northern Iowa
Source: Engaging the Online Learner, Rita-Marie Conrad, J. Ana Donaldson, 2004

3. [Innovative Getting To Know You Activities](#)

Gilly Salmon presents a great list of ice breakers and getting-to-know-you activities for online groups.

Source: E-tivities: The key to active Online Learning. Gilly Salmon. Routledge Falmer 2002.

4. [Ten Online Icebreakers](#)

Joitske Hulsebosch's Blog, Lasagna and Chips has an interesting list of online icebreakers. Comments by readers include more ideas.

5. [Using Online Icebreakers to Promote Student/Teacher Interaction](#) In addition to activities, this University of South Alabama resource has a rationale for encouraging interaction among online learners.

6. [In-person icebreakers](#)

For those of you teaching a hybrid course, with some face-to-face time with students, here are some icebreakers for you from Teaching Today by Glencoe/McGraw-Hill.

Rubrics for Grading Discussions

- [BACK TO TEACHING RESOURCES INDEX](#)

What Is A Rubric?

A rubric defines the performance levels for each element of a gradable activity. The creation of rubrics can be very time-consuming, but is worth the effort. [Nancy Pickett and Bernie Dodge have a great website that defines a rubric and explains why a rubric is important.](#)

Why Use A Rubric?

Expectations held by both teachers and students are better met when evaluation criteria is presented at the time a task is assigned. A rubric clearly states the expectations for the activity and the effort required by the student to achieve a desired score. [adapted from Engaging the Online Learner]

Discussion Activity Rubrics

Soliciting student responses to discussion posts is a common activity in online courses, but assessing the quality of those responses can be challenging for instructors. Students find the activity especially challenging when they do not know what standards are being used to evaluate their responses. Students may generate more thoughtful responses when given guidance through rubrics. This section contains several models and examples from online faculty; feel free to adapt them for your own courses.

1. [Example rubric for asynchronous discussion contributions](#)

This rubric uses a scale of 0(unacceptable) to 3(outstanding).

Source: Teaching and Learning at a Distance, Michael Simonson, Sharon Smaldino, Michael Albright, Susan Zvacek, 2006

2. [Online Discussions Rubric](#)

This rubric is for a class in which students discuss and practice supporting a written viewpoint, and to share responses with others. For each instructional unit, they post three to five responses; this rubric is used to assess both the quantity and quality of responses.

Source: Engagement for Online and Face-to-Face Learners Through Online Discussion Practices, Alice Bedard-Voorhees, 2005

3. [Sample Rubric for Final Class Discussion Grade](#)