CENTER FOR EXCELLENCE IN LEARNING, TEACHING, AND TECHNOLOGY
TACTICAL PLAN
2009-2012, REV. DECEMBER 2010

BACKGROUND

INTRODUCTION

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, PR # P031W08004-09A]

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]

BRIEF HISTORY

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.

CURRENT SITUATION

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. Resources are reallocated and workgroups reorganized as 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 bredth of knowledge. This enables the department to maintain a high level of support with a small workforce.

As the campus seeks to enhance and expand educational opportunities for students via the Internet, technologies that support quality rich learning environments services will become critical. Even more critical is the presence of qualified personnel who can provide direct services to students, staff, and faculty in the appropriate uses of technology. CELTT's multimedia and instructional support unit is staffed primarily by temporary, grant-funded employees and casual hires. Long term plans for the college should include allocation of additional resources in the form of permanent, full time specialists such as APT Media Specialist and IT Specialist with Distance Learning expertise. [Kapiʻolani Community College Academic Support Services Program Review Procedures and Measures, 12/15/09, p. 23]

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.

ALIGNMENT WITH CAMPUS STRATEGIC OUTCOMES

STRATEGIC OUTCOME A

Position Kapiʻolani Community College and the University of Hawaiʻi as leading indigenous-serving higher education institutions by supporting the access and success of students of Native Hawaiian ancestry.

STRATEGIC OUTCOME B

Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.

STRATEGIC OUTCOME E

Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.

STRATEGIC OUTCOME F, PART II

Exercise exemplary stewardship over all of the University's resource for a sustainable future.

PERFORMANCE MEASURES

Since CELTT operates as a support unit for the campus, we have adopted the following performance measures set forth in the 2008-2015 Strategic Plan:

1. Increase total fall enrollment of Native Hawaiian students by **five percent** annually, from 840 to 1,303. [Outcome A Performance Measure 1]
2. Increase by six percent per year the number of Native Hawaiian students who complete certificates and degrees, or transfer to baccalaureate institutions, while maintaining the percentage (71%) of transfers who achieve a GPA of 2.0 or higher at the transfer institution. [Outcome A Performance Measure 4]
3. Increase by three percent per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage (78%) of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. Increase in certificate and degree completers from 641 to 885, and increase in transfers is from 561 to 828. [Outcome B Performance Measure 4]
4. Using effective distance and offsite learning, increase enrollment of students from under-served regions from 1,103 to 1,481, and increase degrees awarded to these students from 74 to 110. [Outcome B Performance Measure 4]
5. Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership committed to the strategic outcomes and performance measures. Increase professional development funding by three percent per year from $776,000 to $995,000. Funds allocated should support achievement of these performance measures and improvement of CCSSE Support for Learners Benchmark to the 80th percentile. [Outcome E Performance Measure 1]
6. Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement. [Outcome F Performance Measure 2]

STRATEGIES

We have adopted the following potential strategies recomended in the 2008-2015 Strategic Plan:

1. Improve outreach to Native Hawaiian students by developing better communication technologies and appropriate distance learning courses. [A1B]
   a. Create high quality distance learning courses for HWST 107, PACS 108, HAWN 101, 102, 201, and 202 before the end of 2012.
   b. Support student engagement and community-building by deploying a campus-hosted social networking service for the Pathways program commencing in Fall 2010.
   c. Provide a synchronous web-based conferencing tool to support more flexible communication. Launch pilot service in Fall 2010.
   d. Create or enhance websites that supplement and enhance KCC Web and Quill (Intranet) for Malama Hawai`i and Hawaiian/Pacific Islands Studies in 2010 with revisions and enhancements occurring as needed through the period of this tactical plan.
2. Create learning environments based on Hawaiian values that foster community and student engagement and allow for the changing needs and expectations of students, faculty and staff. [A3B]
   a. Establish virtual online simulations in SecondLife that enable students to engage in native Hawaiian cultural experiences such as voyaging, before 2012.
   b. Support integration of social networking activities into the curriculum.
   c. Create common templates to provide for consistency in the student experience in online learning environments. Develop templates in collaboration with faculty in summer and fall 2010.
3. Provide, maintain and make visible fully accessible student support services to improve student success rates. [B4B]
   a. Provide a virtual helpdesk for distance learning students by Spring 2011.
   b. Since some distance learning students may need face-to-face technical support, collaborate with co-curricular programs to establish face-to-face support for students by Spring 2011.
   c. Collaborate with student services and co-curricular faculty to expand services into cyberspace with web-based conferencing systems and mobile technologies launching pilot projects in Fall 2010 and Spring 2011.
   d. Create departmental and support unit websites that supplement and enhance KCC Web and Quill (Intranet), particularly in the area of student services, Pathways, and co-curricular programs such as FYE. Work on these sites to occur in 2010 with revisions and enhancements occurring as needed through the period of this tactical plan.

4. Increase the number and improve the quality of online and hybrid classes. [B5A] *Specific strategies listed below in item 5.*
5. Support the development, implementation, evaluation, and improvement of learning materials and pedagogies based on research-based best practice. [E1C]
   a. Deliver professional development programs for distance learning and hybrid faculty based on best practices and ACCJC guidelines.
   b. Expand learning environments into cyberspace with web based conferencing systems such as Elluminate.
   c. Develop a new professional development model based on the principles of Communities of Practice.
   d. Assist with the assessing of student learning outcomes through technology.
   e. Support faculty development to improve student learning outcomes.
6. Invest resources to provide technology support to students. [F2D]
   a. Provide a virtual helpdesk for distance learning students by Spring 2011.
   b. Since some distance learning students may need face-to-face technical support, collaborate with co-curricular programs to establish face-to-face support for students by Spring 2011.
   c. Complete procurement and installation of a full technology suite in classrooms so that all classrooms have a basic technology suite by the end of 2012.
   d. Expand the student wireless network to include the Koa building to achieve almost 100% wireless coverage by the end of 2010 and achieve 100% coverage to common student spaces by the end of 2012.
   e. Create videos to promote student success in technology-enhanced, hybrid and online courses by the end of 2010. Videos will demonstrate basic technology skills such as sending email, attaching files to email, navigating the Laulima course management system, and uploading/downloading files.

MEANS OF ASSESSMENT

1. Campus assessments and data generated related to performance measures such as:
   a. fall enrollment of Native Hawaiian students
   b. the number of Native Hawaiian students who complete certificates and degrees, or transfer to baccalaureate institutions
   c. the number of students who successfully progress and graduate, or transfer to baccalaureate institutions
   d. the number of students from under-served regions
   e. CCSSE results
2. Course data for distance-delivered courses and those mentioned in this document, e.g., PACS 108, HAW 101-202.
   a. Enrollment data
   b. Course completion data
   c. Student and faculty surveys of satisfaction with learning environment and technical support
3. Usage statistics for technologies mentioned in this document, e.g., web-based conferencing, SecondLife, 'Imiloa social network, etc. Data includes:
   a. Hits/visitor counts
   b. Faculty-reported usage information detailing how the program was integrated into a course or Pathways program activity
   c. Student reflections and feedback regarding the simulations
   d. Student and faculty satisfaction surveys
4. For campus web services, we will review statistics such as:
   a. hits/visitor counts
   b. website statistics/analytics
   c. feedback gathered from focus groups and surveys

POSITIONS RESPONSIBLE

1. Instructional Multimedia and Distance Learning Workgroup in CELTT
2. Coordinator, technical lead (IT Specialist), and campus network administrator
3. Customer Care Center staff (IT Specialists and Electronics Technician)
4. Project technical leads (IT Specialist, Media Specialist)
5. Campus network administrator (IT Specialist)
6. Webmaster (IT specialists)
7. Other webteam staff

SYNERGIES WITH OTHERS

1. Faculty in appropriate academic units, such as Hawaiian Studies, Pacific Islands Studies, Hawaiian language, and those teaching with technology including hybrid and online classes
2. Faculty and staff in appropriate support or co-curricular units, such as counseling faculty, pathways program coordinator, pathways program faculty, pathways technology support position, First Year Experience (FYE) coordinator
3. Department chairpersons, deans, and vice chancellors
4. Lab managers, discipline coordinators, and other faculty
5. Advisory bodies such as the Vice Chancellor's Advisory Committee and staff council

KEY COMMUNITY PARTNERS

1. 'Olelo
2. Native Hawaiian Center coordinator at Honolulu CC
3. The Aquaculture Group at UHM (Virtual Worlds projects)
4. College of Education faculty and staff (distance learning resource)
5. Professional development coordinators from the other UH system campuses

RESOURCES

RESOURCES (HUMAN, PHYSICAL, FISCAL, TECHNOLOGY) REQUIRED TO IMPLEMENT STRATEGIES.
 	
Funding Sources:
■General
■Special
	Staffing is the most critical additional resource needed.
	• 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 needed include:
	  ○ 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

■Grants
☐Biennium and/or supplemental budget request
☐Other
	o 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.

SUMMARY OF DATA COLLECTED

To be filled in at the end of the academic year.

USE OF RESULTS

To be completed at the end of the academic year and used for planning for next academic year of the Tactical Plan.