CELTT Comprehensive Program Review

16 May 2019

College Mission Statement 2015-2021

Kapiʻolani Community College provides students from Hawaiʻi's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to student success through engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

CELTT Vision

The College uses technology to support teaching and learning, enhance student access to educational opportunities, personalize student services, and provide effective administrative processes to meet the changing needs of the College and its community environment. 21stcentury technology is at the forefront in providing an environment that is proactive at responding to the needs/demands of the campus community.

CELTT Mission

KCC's mission statement defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning. The College is committed to use its technology resources to support student learning programs and services and to improve institutional effectiveness by empowering students to learn, faculty to teach, and staff and administrators to be productive in a positive, technologically-supportive, learning environment.

CELTT Goals

- The College enhances the operation and effectiveness of the institution through technological services, professional support, facilities, hardware and software updates and upgrades.
- The College provides quality training to students and personnel in the effective application of its information technology.
- The College systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
- The College distributes and utilizes technology resources to support the development, maintenance, and enhancement of its programs and services.

CELTT Units

Instructional Design Support Group

The IDSG provides professional development activities in support of teaching and student learning. The current primary focus is in distance education. A key program is the Teaching Online Prep Program (TOPP). This program sends faculty through a rigorous online course presenting the latest research in instructional pedagogy.

IDSG Vision
The Instructional Design Support (IDS) Group is a leader in the design, development and promotion of innovative, engaging and authentic technology-enhanced and facilitated instruction at Kapiʻolani CC and the University of Hawaiʻi.

IDSG Mission
The IDSG supports the mission and goals of Kapiʻolani CC by researching, evaluating and providing professional development and support for modern instructional practices and the technologies used to facilitate them. In collaboration with instructional faculty, the group supports the design and development of teaching and learning environments that increase and enhance access to higher education opportunities.

IDSG Staffing: (3.5) Positions
Faculty; 11-month, G-funded
Faculty (vacant position); 11-month, G-funded
Media Design & Production; Full-time, G-funded
Instructional Support; Half-time, Casual Hire

IDSG Online Ticket Requests for Service
2016: 116
2017: 112
2018: 145

IDSG Documented Distance Education Course Sections Online
2016: 297
2017: 420
2018: 446

IDSG SSP Measure
"25 or more faculty who completed TOPP will teach an online or hybrid class per year."

1. Took TOPP in Su17/S18, Kloe K., ART 269, Taught in Su19, Hybrid
2. Took TOPP in F17, Susan I., LING 102, Taught in F18, DCO
3. Took TOPP in F17, Krista H., ENG 272P, Taught in S19, DCO
4. Took TOPP in S18, Leaugeay B., MICT 152, Taught in F18, Hybrid
5. Took TOPP in S18, Kristie F., CULN 111, Taught in F18, DCO
6. Took TOPP in S18, Ann K., DENT 105, Taught in F18, DCO
7. Took TOPP in S18, Amanda L., BIOL 130, Taught in F18/S19, DCO
8. Took TOPP in S18, Trude P., ICS 101, Taught in S19, DCO
9. Took TOPP in Su18, Adam M., ART 257, Taught in F18, DCO
10. Took TOPP in Su18, Beryl Y., MUS 107, Taught in F18/S19, DCO
11. Took TOPP in Su18, McKenzie M., BIOL 171, Taught in S19, DCO
12. Took TOPP in Su18, Iwalani K., HAW 101, Taught in S19, DCO
13. Took TOPP in Su18, Maiana M., ENG 272F, Taught in F18, DCO
14. Took TOPP in Su18, Jacquelyn C., ENG 100, Taught in F18/S19, DCO

15. Took TOPP in Su18, Marissa S., BIOL 130L, Taught in F18/S19, DCO
16. Took TOPP in Su18, Sammie C., THEA 101, Taught in S19, DCO
17. Took TOPP in Su18, Denise W., RESP 202, Taught in S19, Hybrid
18. Took TOPP in Su18, Penny H., ENG 100, Taught in F18/S19, Hybrid
19. Took TOPP in Su18, Debbie H., NURS 360, Taught in F18, Hybrid
20. Took TOPP in F18, Francisco A., ENG 209, Taught in S19, DCO
21. Took TOPP in F18, Candy B., FAMR 230, Taught in S19, DCO
22. Took TOPP in F18, Juan C., PHIL 100, Taught in S19, DCO
23. Took TOPP in F18, Karen L., OTA 234, Taught in S19, Hybrid
24. Took TOPP in F18, Leigh B., PHYL 141, Taught in S19, Hybrid
25. Took TOPP in S18, Michelle C., Taught in HLTH 270, DCO

IDSG Additional FY 2017-2018 Achievements

- Provided instructional Design/Redesign for 17 courses and 2 programs
- Provided instructional and technical support to 140 faculty and staff for a total of 299 contact hours
- Facilitated/Conducted 80 workshops for a total of 824 attendees (duplicated counts)
- Supported faculty in the establishment of SLOs
- Lead the planning, design, and facilitation of the System's 5-week online course program

Customer Care Center
The CCC is the front line for technical support. Initial calls to CELTT go through the CCC. The CCC responds to calls providing over-the-phone solutions, or hands-on diagnostics. If the call for assistance is beyond the knowledge or skills of CCC, the request for assistance is pushed up to the Digital Systems Group.

CCC Staffing: (2.0) Position, (2) Student Hires
Information Technology; Full-time, G-funded
Information Technology; Temporary-unbudgeted
Student Hire; 20hrs/week
Student Hire; 20hrs/week

CCC Online Ticket Requests for Service
2016: 1657
2017: 1633
2018: 1371

Digital Systems Group
The DSG is composed of several operations. They include, networking, severs, phone systems, information security, centralized technology procurement and deployment, special events A/V setup, video conferencing and video production. Many of the skill sets in this group are cross-trained among the staff. This is done for redundancy and to provide immediate service in any given area regardless of vacation leave, sick leave, weekends, and time of day.

DSG Staffing: (9.5) Positions
Information Technology; Full-time, G-funded
Information Technology (vacant position); Full-time, G-funded
Information Technology (vacant position); Full-time, Temporary-budgeted
Media Design & Production; Full-time, G-funded
Information Technology; Full-time, G-funded
Media Design & Production; Full-time, G-funded
Information Technology; Full-time, Temporary-unbudgeted
Technology Support; Full-time; Casual Hire
Technology Support; Half-time; Casual Hire

DSG Online Ticket Requests for Service
2016: 530
2017: 610
2018: 1228

DSG SSP Measure
"Keep unscheduled network outages due to College network equipment failure to less than 0.11% a year."

Outages due to College network equipment failure
- **27 Aug 2018: 2-hour** campus server outage due to failed UPS in Lama Bldg. UPS failure believed to be related to HECO power outage. Power surge burned out UPS main control board.
- **27 Aug 2018: 1.5-hour** network outage to Ilima Bldg due to UPS failure in Ilima IDF. UPS failure believed to be related to HECO power outage. Power surge burned out UPS.

Other Outages Planned or Beyond Control
- 01 May 2018: Planned. Campus renovation work.
- 08 & 10 Aug 2018: Planned. Phone system upgrade.
- 26 Aug 2018: Network outage due to HECO power outage campus-wide. Outage related to Hurricane Lane impacting the islands.
- 22 Mar 2019: Phone outage due to a phone exchange facility going down. Location of the facility was on the mainland

Total hours of unscheduled network outages due to College network equipment failure are 3.5 hours, less than 0.11%.

Web & Mobile Development Group
The WMDG is responsible for building and maintaining the College's websites. Other projects include the College's mobile app and student application portal. The student application portal has become a system project. What is built for our College can be applied to all institutions.

WMDG Staffing: (4.0) Positions, (1) Student Hire
Information Technology; Full-time, G-funded
Information Technology; Full-time, G-funded

Web Support; Full-time; Casual Hire
Programming Support; Full-time; Casual Hire
Student Hire; 20hrs/week

WMDG Online Ticket Requests for Service
2016: 331
2017: 439
2018: 463

<u>Graphics Production</u>
Graphics production is responsible for supporting College needs for publication.

Graphics Staffing: (1.0) Position
Media Design & Production; Full-time, G-funded

Program Analysis

CELTT provides technology support services and leadership for a very large clientele including approximately 9,231 students a year, and 457 faculty and staff. The daily endeavors of teaching, learning and operating the College are technology-intensive. Recent years have seen an increasing number of systems and services rely on technology.

Technology services at the College are complex. They encompass faculty instructional development and support, networking infrastructure, information security, mobile app and website development, phone system, graphics production, two-way radio communication, security camera system, emergency call boxes, HVAC connections, lighting control systems, building alarm integration, fire alarm integration, IT renovation infrastructure planning and installation, A/V installation and support, institutional systems support, server appliances management, photocopy machine support, video production services, multimedia services, and campus-wide IT purchase, inventory, and management.

CELTT has three (3) faculty, one (1) secretary, and 11 APT positions that are G-funded and filled. CELTT also has one (1) APT temporary budgeted position, and two (2) APT temporary unbudgeted positions that are filled. The total number of staff is 18. Demand indicators show that the need for CELTT services is extremely high. The unit's staffing of 18 is inadequate for the size of the client population and the services provided.

There were 3,207 documented requests for service. There were many additional calls for support not officially recorded. The campus computer count is approximately 2010. On a daily basis the number of unresolved requests for service is approximately 30-50. Triage is used in responding to requests and delays in providing service occur. Requests for service that have an immediate impact to student learning are handled first. All other requests are addressed as time permits.

Many requests are project based taking faculty and staff days, weeks, or months to complete. Instructional support projects, IT renovation infrastructure planning and installation, and network infrastructure are three examples. The amount of work required is significant.

The complexity of projects demand high proficiency and competence. Many areas of expertise in the Digital Systems Group are shared through the cross training of staff. This ensures ongoing work for a project continues should a specific individual be absent from work. This also means an immediate response can be made on a trouble call.

A significant improvement of College service is being made in the faculty instructional support area. The Teaching Online Prep Program is targeting instructional faculty teaching online. From summer 2016 to Spring 2018, 47 faculty completed TOPP and have taught an online or hybrid section. A one-on-one model of direct support is also ongoing. 18 courses were completed, or are near completion. The goal is to have a College recognized program of certification for online instructors, and to grow the number of online course sections by 2% a year.

A second area of significant improvement is being made under the centralization of IT. CELTT is now responsible for IT purchase, inventory, and management. The College has allocated additional dollars under CELTT authority for purchase of the IT. The previous model had departments and units purchasing technology without any central oversight and management. The goal is to provide better efficiency in the expenditure of IT funds and transparency of the IT resources. A negative result of centralization has been the workload. A fulltime staff person assigned to centralization can no longer do their original duties. The plan is to distribute the workload among several staff. This will reduce the workload of the one individual and create redundancy in service.

A third area of significant improvement is being made in the networking infrastructure. A new analysis of the infrastructure is under review. A hardware cycle for preventive maintenance is being completed. Fiber, copper, and hardware upgrades are being planned. Wireless mapping is completed and will be used to improve services campus-wide. The intent is to improve capacity and reliability. The goal is to keep unscheduled network outages due to campus network equipment failure to less than 0.11% a year.

Action Plan

Technology is highly complex, broad, and fast-moving. CELTT is committed to leading the campus forward with researching and implementing the best solutions for infrastructure and services.

The KCC Technology Plan 2018 addresses broad categories of technology on campus. Each category includes a brief discussion of the current status of the projects the College is working on and action plans for those projects. Actions plans lay out planned steps, the unit or personnel responsible for carrying out those steps, planned (or historical) start dates, and the current status of each step. Some of these projects were started in earlier years and are still active. All action plans meet the College's Strategic Plan in moving the College forward under the Technology Plan stated Vision, Ethos, Mission, and Goals. The Technology Plan will be updated in 2019. Service Area Outcomes are stated below.

1. Increase the number of online course sections by 2% every year using AY 2014-2015 data as the base.
2. Keep unscheduled network outages due to College network equipment failure to less than 0.11% a year.

Resource Implications

Service requests are demanding. In order to meet the needs of the College the following additional full-time permanent position are required.

1. Faculty: Instructional Development. There are only two faculty positions in CELTT for instructional development, education initiatives are on the rise to address declining enrollment and to satisfy the demand from online students. Having only two faculty support instructional development for distance education for the entire College is not sufficient. An additional faculty position is required in order to meet the needs. The TOPP program is proving to be successful. The TOPP program needs to be expanded to meet the demands of the College. A TOPP2 program has yet to be designed and implemented. This program will go beyond TOPP, to include advanced technical skills, online course assessment, and pedagogical research.

2. APT: Customer Care Center (CCC). CCC consists of two positions. For the number of central FTE IT staff per FTE faculty and staff being at 0.02%, this is unsustainable in the long term. Additional staffing is required if CELTT is to move beyond a triage response and into a posture of being proactive.

3. APT: Web support position to assist in the management of web content. This position would assist the campus in building web content that is compliant with our style guide, ADA (Americans with Disabilities Act) and WCAG (Web Content Accessibility Guidelines). Campus needs have exceeded the ability of the Web & Mobile Development Group's staff for several years. A causal hire has been used to supplement the needs. This position would allow us ensure that we are able to continue to provide critical campus web services. An additional position would allow us to better support our goal of universal design (designing "so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability"). This corresponds to our campus' mission of providing "open access to higher education opportunities"