



University of Hawaii Community Colleges Academic Support Annual Report of Program Data (ARPD)

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Review Year:

2015

College:

Kapiolani Community College

Program:

Technology Resources

College: Kapiolani Community College

Program: Technology Resources

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The last comprehensive review for this program was on **2011**, and can be viewed at:

<http://ofie.kapiolani.hawaii.edu/program-review/>

Program Description

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The College's Center for Excellence in Learning, Teaching, and Technology (CELTT) is responsible for informing and implementing the College's technology vision and managing technology operations. In 2013, the College adopted the **KCC Technology Plan 2013-2017**. The focus of this Technology Plan are the current and new initiatives to support the College's move toward centralization of IT management and to resolve IT issues that have been identified by CELTT and the campus as priorities for the current five-year timeframe. The processes for decision-making are supported by a Vision, Ethos, Mission, and Goals that guide the College's implementation of technology for its students and employees.

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. 21st century technology is at the forefront in providing an environment that is proactive at responding to the needs/demands of the campus community.

Ethos

Those who use technology and those responsible for technology, in the service of the College's mission and vision, are guided by a professional code that determines our principles, core values, and highest aspirations. This ethos guides all of us on a course that exercises stewardship and professionalism. We are all entrusted to support the College and advance its interests.

- Service. We put students first, College before unit, and mission before self.
- Integrity. We uphold standards of professional conduct.
- Excellence. We bring excellence by being self-aware, being reflective of performance, and defining expectations.
- Teamwork. We stand by, and behind, each other.
- Stewardship. We ensure that what we do is in the best interest of the College, and the best use of resources, while preserving the highest standards for learning.

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.

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.

Part I. Quantitative Indicators

Overall Program Health: **Unhealthy**

Student and Faculty Information		Program Year		
		12-13	13-14	14-15
1	Annual Unduplicated Student Headcount	11,181	10,712	10,448
2	Annual FTE Faculty	251	253	262
2a	Annual FTE Staff	195	200	211
3	Annual FTE Student	4,680	4,574	4,415

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
4	Number of online courses per year per total number of courses (live and online)	17%	17%	17%	Unhealthy
5	Number of student, faculty and staff computers per IT desktop support staff	975	1,002	1,020	
6	Number of service requests per FTE faculty and staff	366.1	368	4.9	
7	Duplicated number of faculty and staff attendees at technology workshops for faculty per faculty and staff FTE	116.5	60	0.3	
8	Duplicated number of student attendees at student technology workshops for students per student FTE	0	0	0	

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Number of central FTE IT staff per FTE faculty and staff	0.04	0.02	0.01	Unhealthy
10	Total central IT spending divided by total institutional budget (excludes external funds)		0.03	0.03	

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	

Common Survey questions				
11-1	I am satisfied with the customer service of the Help Desk/computer services staff	100%	100%	80%
11-2	I am satisfied with the response time of the Help Desk/computer services staff	100%	100%	80%
11-3	The computers on campus meet my needs	0%	0%	0%
11-4	I am satisfied with the quality of work of the instructional design faculty and staff	0%	100%	0%
11-5	I am satisfied with the quality of technology training	0%	0%	0%
Community College Survey of Student Engagement (CCSSE)		Survey Year		
		2010	2012	2014
12	4.j. Used the Internet or instant messaging to work on an assignment			
	Mean	3.10	3.16	3.30
	Very Often	40.0%	46.1%	51.4%
	Often	35.4%	29.4%	30.5%
	Sometimes	19.5%	19.3%	14.6%
	Never	5.0%	5.3%	3.5%
13	9.g. Using computers in academic work			
	Mean	3.14	3.3	3.31
	Very Much	44.8%	50.5%	52.2%
	Quite a Bit	31.3%	32.4%	30.4%
	Some	17.5%	13.3%	13.5%
	Very Little	6.40%	3.7%	3.8%
14	12.g. Using computing and information technology			
	Mean	2.76	2.89	2.92
	Very Much	27.3%	32.3%	31.3%
	Quite a Bit	33.3%	34.3%	37.4%
	Some	27.7%	23.5%	23.4%
	Very Little	11.6%	9.8%	7.9%
15	13.1.h. Frequency of computer lab use			
	Mean	2.01	1.95	1.93
	Often	27.8%	25.9%	23.3%
	Sometimes	29.1%	28.7%	30.6%
	Rarely/Never	27.4%	30.2%	29.3%
	Don't Know or N/A	15.7%	15.1%	16.9%
16	13.2.h. Satisfaction with computer lab			
	Mean	2.38	2.36	2.39
	Very	33.4%	32%	33.5%
	Somewhat	31.2%	34%	29.3%
	Not At All	6.1%	5.9%	6.5%
	N/A	29.2%	28.1%	30.7%
17	13.3.h. Importance of computer lab			
	Mean	2.43	2.4	2.38
	Very	57.7%	56.6%	55.3%
	Somewhat	27.8%	27.2%	28.5%
	Not At All	14.5%	16.3%	16.2%

Cautionary

Glossary

Part II. Analysis of the Program

CELTT provides technology support services and leadership for a very large clientele including 10,712 students, 253 faculty and 200 staff. The unit's staff of 20, of which only 16 are permanent, budgeted positions, is inadequate for the size of the service population and physical campus which has remote sites in the Leeward area, Le'ahi hospital and plans another site at the former Cannon Club location.

The daily endeavors of teaching, learning and operating the campus are technology-intensive. In the areas of teaching and learning, KCC strives to provide high quality, engaging learning environments on campus, at remote sites and via distributed technologies such as cable and interactive television and the Internet.

Demand indicators show that the need for and use of CELTT's services is very high and the campus continues to deliver a high percentage of distance learning courses which require a high level of instructional and multimedia support. The demand for these services is expected to grow as a result of recent decisions to centralize campus technology management, procurement, and planning (see **KCC Technology Plan 2013-2017**). Demand has grown steadily, but resources in terms of funding and personnel have not and these resources are insufficient to sustain and maintain the high level of quality in CELTT's services. Effectiveness indicators show a very high level of satisfaction from CELTT's clientele. The drastic change in Item #6 is a result of a change in the methodology:

The 4.9 is calculated by the number of service requests per FTE faculty and staff

Number of service requests = 2334.

Number of FTE faculty and staff = 473 (262 FTE Faculty + 211 FTE staff).

$2334/473 = 4.9$

The number of service requests is based upon what is in the online ticket system CELTT uses. There were many additional calls for support not recorded. I chose to use verifiable data. It is unclear how the previous year data was calculated.

Part III. Action Plan

Technology is highly complex, broad, and fast-moving. The College and CELTT are committed to leading the campus forward with researching and implementing the best solutions for current infrastructure and the learning, teaching, and work needs of our students, faculty, and staff. The College must also devote considerable resources to infrastructure maintenance and upgrades.

The KCC Technology Plan 2013-2017 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 take into account the spirit of this document in moving the College forward under guidance of the Vision, Ethos, Mission, and Goals. Refer to the **KCC Technology Plan 2013-2017**, pages 6-22.

Part IV. Resource Implications

Human Resource Needs

To achieve and maintain the KCC Technology Plan's goals and activities, it is essential that the campus increase the number of permanent positions who can provide direct services to students, staff, and faculty in the appropriate uses of technology. Permission to fill critical to fill positions should be granted as soon as possible.

Two additional positions are recommended:

1. Replace the temporary, 'Olelo-funded full time APT position which provides support for closed captioning, assistive technologies and multimedia production which are necessary for accessibility. Given our student population and their accessibility requirements, the campus should be committed to a more permanent support position. When grant funding is discontinued, this position and many services provided by this individual will be discontinued, potentially limiting accessibility to instruction and services.
2. One full time permanent APT Educational or Media Specialist should be hired to provide direct content management

support for all units, departments and offices with information on the Intranet and public websites. Currently management of the content on webpages for campus units, departments and offices has been haphazard and incomplete with these duties shifted to various staff, student employees, faculty and administrators, without a sustained effort to develop, construct and maintain content, official campus websites will be incomplete, inaccurate and inefficient. A full time Educational Support Specialist or Media Specialist dedicate to directing and supporting these efforts by all campus stakeholders is critical; such positions exist in web teams at other campuses and universities.

General Funding Objectives

As the centralized manager of IT for the College, CELTT established the following general funding objectives:

- Staff and operations computer replacement on a five-year cycle; general student labs replacement on a five-year cycle.
- New, expanding, and existing labs, and other technologies, to undergo feasibility and sustainability review and college-wide approvals.
- Unique programmatic needs to be funded and supported through individual program review / resource prioritization.

The College proposes to fund its Technology Plan by:

1. Allocations of general funds from the State and tuition and fees. The College assesses its available funding annually and regularly, and utilizes funds to support collegewide needs through program review prioritization during its annual budgeting process.
2. External funds: The College works to identify other funding sources such as grants to expand, upgrade, and update computer and related technology on campus.

Program Student Learning Outcomes

No Program Student Learning Outcomes were entered by the program.

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