	QUESTION	RESPONSE
1	(A2) Have you increased the number of employees since the 2006 study to meet the needs of the department?	With the most recent campus reorganization, three positions were moved OUT of CELTT into Auxiliary Services and two positions were moved INTO CELTT from the Library and Learning Resources unit. The two employees relocated to CELTT comprise the KCC Web Team. The three employees relocated to Auxiliary Services are responsible for the campus telephone switchboard, mailroom, and print shop. [Executive Summary Reorganization Proposal, Reorg Charts, Organization Chart IIIa] No new permanent g-funded positions have been added to the unit, however one full-time position was returned to the campus in 2010 by the UH System Office as a replacement for IT Specialist PBC Charles Aoki who is a technical lead for the UH Banner team. All vacant civil service and APT positions have been frozen by the Governor and University President. [McLain's FY09 Budget Enforcement.pdf] All but two of CELTT's positions are either civil service or APT employees. As of Spring 2011, the unit has a total of SIX vacant positions; 1 civil service and 5 APTs. [CELTT Workgroups] Resources in the department are effectively applied toward the campus' mission. Resources are reallocated and workgroups reorganized as appropriate to fit departmental and campus needs. Demand for services has grown due to increases in: • student enrollment and attendant increase in number of faculty hired • integration of technology in face-to-face classes • online course offerings • banks of laptop computers purchased for learning centers and labs • presence of student-owned computers and mobile devices throughout campus • usage of mobile devices by faculty and staff • classrooms equipped with complete technology suites (computer station, sound system, DVD/VHS player, LCD/data projector) In light of greater demand for services and staffing shortages, CELTT applies strategic solutions to meet demand including: • hosting interns from KapCC's IT and NMA programs and from UHM at the undergraduate and graduate levels • collaborating with other professional development and IT professionals across the UH system to share resources • seeking extramural grants • subscribing to online training programs or resource-banks that provide JIT (just-in-time), high-quality training on a wide range of topics via the Internet and on demand • inviting SMEs (subject matter experts) from other institutions and UH campuses to make presentations to faculty and staff • procuring a perpetual and unlimited license for Elluminate, a web conferencing tool which will enable CELTT to increase access to professional development events and reduce the in-person delivery time with its lecture-capture and archiving capabilities • creating online professional development programs for distance learning faculty • deploying online service request/tracking systems for virtually all departmental services so that our audience may request service or report technical problems any time via the Internet rather than making requests in person, over the telephone, or on paper • deploying technical solutions to improve load-balancing and traffic management on campus networks [CELTT Workgroups, CELTT Program Review Fall 2008 and Fall 2009, CELTT Tactical Plan]
2	(C) What plans are there to upgrade Laulima to handle the increase in student/faculty use?	Laulima is the learning and collaboration server for the University of Hawai`i Community and is the responsibility of UH Information Technology Services (ITS); CELTT supports end-users of this system and is not aware of any upgrade plans as related to this question.[http://www.hawaii.edu/infotech/learning.html]
3	(C) What plans are there to upgrade the WIFI hardware such as servers and Routers?	Wireless networking hardware in existing buildings is routinely upgraded when replacements or repairs are needed and when classroom renovations are made. The infrastructure to support the campus networks is also being upgraded as renovations occur or if existing switches, cables, and routers are insufficient for instructional or administrative needs. A UH System VOIP project will upgrade the entire WIFI infrastructure and telephone system. Deployment plans are in development.

4	(C) What will be the new security protocols to address recent breaches in the system. When will they be in place?	New security protocols have not yet been formalized; discussions are occurring at the UH system level, in the state Legislature, and in system-wide and campus-based groups. Kapiʻolani CC has taken several measures since the April 2009 suspected data breach including: • delivering informational sessions about information security and related policies and laws • conducting one-on-one sensitive information management assessments with each unit head and department chairperson in spring and summer 2009 • promoting an IT Specialist in CELTT to the PBB level with the working title, Campus Information Security Specialist (effective 1/16/11) • establishing a Protecting Personal Information Security Task Force in 2010 • designing an online training/certification program in information security to be deployed in 2011 • providing in-service technical training for campus IT professionals • devoting time to raising awareness of the issues in New Faculty/Staff Orientation sessions beginning Fall 2011 • developing a comprehensive information security program for the campus to be presented to campus administrators in 2011 • collaborating with the UH ITS Information Security Officer to ensure that campus practices are consistent with University policies • deployment of firewalls throughout campus
5	(C) What is the likelihood of community college students having the same access to online libraries as the UH and med school students?	Question referred to S. Murata, Head Librarian
6	(C) What is the current status of internet security policy for the campus (or system)?	Kapiʻolani CC adheres to all UH System policies, Hawaiʻi state law, and federal regulations such as the Higher Education Opportunity Act, the TEACH Act, FERPA, and DMCA laws. [HRS 487N, UH Executive Policy on Use and Management of Information Technology Resources E2.210, UH Executive Policy on Security and Protection of Sensitive Information E2.214, Spring 2010 HEOA presentation by M. Hattori to Deans and Vice Chancellors
7	(C) Do we have separate technology policies than the UH system or do we comport with those generated out of the system office?	We must adhere to all UH System and UHCC System policies. In the absence of system-level policies, individual campuses establish their own policies. In some cases, campus policies are abandoned in deference to new system-level policies, e.g., the UH System Student Conduct Code replaced the campus-based codes of conduct. Decisions about specific operational practices and implementation of policies are often delegated to the campus but we do seek counsel from appropriate system offices to ensure compliance and consistency.
8	(C) How is technology introduced into each classroom? Is there a standard set-up for technology for the campus?	Technology purchases for classrooms generally occur at the department level in consultation with CELTT. CELTT has collaborated with faculty in writing funding or grant requests for technology purchases for their classrooms. CELTT has also assisted the campus administration in writing funding proposals for technology. Consultation with CELTT helps departments avoid repair and maintenance issues as well as potential conflicts with the campus infrastructure. In 2009 and 2010, Title III funding was secured for campus wide classroom technology upgrades. Department chairpersons consulted CELTT, their faculty, and their Deans who then collaborated with the Vice Chancellor for Academic Affairs to make decisions as to which classrooms and labs would be upgraded. In 2011, the guiding principle was that classrooms with no installed equipment would have a higher priority than rooms with functional equipment. The lists of rooms upgraded in FY 2009-2010 and in FY 2010-2011 are included in section 3 of the binder. A technology inventory for all classrooms is also provided. A basic technology suite for a typical instructional classroom includes a teacher's workstation with wired Internet connection, a VHS/DVD player, sound system, ceiling-mounted LCD/data projector, and projection screen. New installations include wiring that permits faculty to connect their own laptops to the projection/sound system. For some departments, Elmo visual presenters and whiteboards are also standard. Software purchases are based on curricular needs and when curricular needs dictate hardware beyond the norm, other hardware can be purchased. Maintenance, repair, support, and hardware/software costs are key factors considered when classrooms are outfitted with technology.
9	(C) How are individual computer labs on the campus currently supported?	In departments with lab managers (APT or student employees) such as LLR, NMA and BLT, primary support is handled by the department personnel with secondary support provided by CELTT. For all other labs, CELTT staff provide primary support. One IT specialist in CELTT's Customer Care Center/Help Desk is designated as the lead support person for these labs, but the two other staffers in this work group also provide support. Some departments designate a faculty member as the liaison between the department and CELTT; requests for support of those labs is directed by department end-users to the designated liaison who then routes requests to CELTT. Refer to section 3 of the binder for a list of labs and computer-equipped classrooms.
10	(C) What's the reason of WebCT/Laulima transition?	Laulima is the learning and collaboration server for the University of Hawaiʻi Community and is the responsibility of UH Information Technology Services (ITS); CELTT supports end-users of this system and was not involved in the decision-making process. UH CIO David Lassner addresses this issue in InfoBits Vol. 10 No. 1 (Summer 2006) and Vol. 11 No. 1 (Spring 2007). In Fall 2006 UH ITS invited Kapiʻolani CC faculty and staff to test the beta version of Laulima and faculty training began in earnest in Spring 2007. Early adoption and training by Kapiʻolani CC faculty and CELTT staff helped prepare the campus for the adoption of a vastly different course management system.
11	(C1b) List what kind of technology demonstrations and workshops is	a. In light of recent events related to data breaches, in Spring 2011 CELTT will focus on UH System information security policies and safe computing practices. A series of workshops has been scheduled and announced.

	CELTT offering now and what is it planning to offer in the next year or so?	b. A successful pilot of Elluminate with distance learning and face-to-face courses in Fall 2010 was followed with campus-wide launch of Elluminate services in Spring 2011. A series of workshops began in December 2010 and is being repeated throughout the spring semester. c. The unit plans to offer a hybrid professional development certification program in distance learning/Laulima in Spring/Summer 2011 that is similar to the program offered last summer (see p. 21 of the Distance Education Developments document.) Technical training in the use of Word to format faculty assessment documents will also be offered but have not yet been scheduled. The Professional development offerings (partial list) for Spring 2011 is provided in Section 2 of the binder. Given severe staffing shortages including the loss of the department's Professional Development Coordinator and the lack of available training facilities due to increased enrollment and multiple renovation projects including renovation of CELTT's building, offerings by CELTT are limited. Professional development offerings will increase as staffing improves and after renovation. We will also use Elluminate to offer on-demand professional development events thus increasing access to these services. The unit has also sought alternative sources of technology training, particularly for those who are inclined to using the World Wide Web for JIT technology training. One such alternative is Lynda.com, a service with over 945 online training courses taught by subject matter experts in a wide variety of software products from Adobe, Apple, Microsoft, etc. These high-quality courses employ video, hands on exercises, and practice files. Faculty and staff on campus who inquire about software-specific technical training are offered limited term access to these courses via CELTT's group subscription. CELTT's staff and student employees also make use of this service to enhance their technical skills.
12	(C1b) What methods of information delivery are used in these demonstrations and what kind of technology is used?	Information is delivered in multiple formats (voice, text, video) and using multiple delivery tools (presentation software, web conferencing, Laulima) and a variety of delivery methods (face-to-face, online, hybrid). From 2005 to 2008, sessions were face-to-face and included hands-on activities whenever possible. Technology sessions were held in the Naio building which has a training room for faculty with over 20 laptop computers. Technology training that was delivered in person was also adapted for delivery over the internet and made available as narrated slide shows with practice files. With the adoption of Ellluminate in 2009, the unit began extending support services and professional development via the World Wide Web both synchronously and asynchronously through archived recordings. Renovation to the Naio building is expected to begin in Spring 2010, resulting in the loss of all Naio training and meeting facilities. This has led to a decrease in the face-to-face offerings and an increase in online offerings. Resumption of face-to-face sessions that will be simulcast online via Elluminate and offered on demand via that same service will occur in Fall 2011. Using Elluminate we expect to increase the number of professional development events offered and reach more people since most sessions will be viewable on demand.
13	(C1b) How does CELTT determine which topics to cover in its demonstrations and workshops?	Decisions about professional development offerings involve many factors including: • direct requests made by individuals, committees, administrators, department chairpersons, unit heads, governing bodies such as the Staff Council, Academic Advising Council, and Student Congress • trends and issues in higher education and industry, e.g., cloud computing, Web 2.0 applications, legal developments • campus strategic plans • department and unit tactical plans • inquiries by vendors • availability of presenters • availability of appropriate facilities and equipment
14	(C1b) What kind of direct faculty, staff and student support does CELTT offer now and are they going to make any changes or emphasis in the next year or so?	CELTT's support services are broad and varied. Numerous sources provide details: d. The Reorganization Proposal defined CELTT's functional statements e. Descriptions of services provided are also in the annual Program Review reports (Fall 2008 and Fall 2009 are included here for reference) f. Distance Education Developments, 2007-2010 g. Online Request Forms description h. Presentation on Website Services at Kapi'olani CC i. Professional development offerings brochures for Fall 2007, Fall 2008, and Spring 2009 j. Professional development offerings (partial list) for Spring 2011 k. Tactical Plan
15	(C1b) What other resources is available via the UH System such as the Wo Learning Champions	The Wo Learning Champions initiative focuses on professional development for faculty and staff in Hawai'i's two-year institutions. With a focus on learning and an eye on leadership development, the Wo Learning Champions program invests in junior members of the academic community, renews its senior faculty, and promotes the enrichment of all at the State's community colleges. (from http://wlc.kcc.hawaii.edu/) The President's Emerging Leaders Program is a developmental opportunity for highly motivated faculty and staff of the University of Hawai'i that identifies and develops future campus and system leaders. Its

		intent is to affirm the goals of our Strategic Plan to invest in our most valuable asset, our human resources, while also creating an institutional culture that honors diversity and inclusion. (from http://www.hawaii.edu/ovppp/Leaders/) Additional information may be available from Vice Chancellor Louise Pagotto and Professor Leigh Dooley.
16	(C1b) What kind of membership does the college currently belong too that enhances technology in education.	I. The TLT Group (Teaching and Learning with Technology) CELTT has renewed the campus' subscription; as of December 1,2010, every faculty and staff member can become an Individual Member and access a wealth of resources online. The TLT Group is a not-for-profit that helps college and university educators take advantage of changing technology so they can improve teaching and learning. TLT Group subscriber materials and services can provide help: • Improving teaching and learning with technology in large numbers of courses; getting beyond the early adopters. • Providing a humane, thoughtful perspective on teaching, learning and technology which is also practical. Being connected with others at other institutions with similar attitudes. • Using evaluative evidence to improve technology-related teaching and services (e.g., distance learning, accreditation self-studies, scholarship of teaching and learning, student course evaluation) (from http://tltgroup.roundtablelive.org/). II. WCET Campus Membership WCET is an action-based community of practice. Our collaborative membership is comprised of: • non-profit, for-profit, and private institutions. • two-year and four-year colleges and universities. • corporations, e-learning consortia, non-profit organizations, and higher education associations. • state and system level higher education executive agencies. WCET helps members learn about emerging trends and understand important issues. It provides examples of successful adoption of learning technology innovation to improve our members' practice. WCET advances policies and practices to academic leaders, elected officials, and policy makers to accelerate the effective adoption and use of technology for teaching and learning (from http://wcet.wiche.edu/).
17	(C1b) How has the mentoring service gone for faculty to enhance their courses?	This service is called 'coaching' rather than mentoring and more time is needed to gather data.
18	(C1b) Learning Community Support	Prior to Summer 2010, Learning Communities Institutes were hosted and delivered annually by Kapiʻolani CC faculty and staff. A Learning Communities Laulima site provides access to institute material and course material developed for learning communities. As part of the Achieving the Dream initiative, the UHCC System Office provided financial support for a summer institute was held in May 2010 with participation from across the UHCC System.
19	(C1b) What kind of e-resources are available now and are being developed for use in the near future?	The unit develops digital content for online courses in collaboration with faculty such as those teaching ʻŌlelo courses for online/cable TV distribution. A list of these courses is in the annual Program Review Reports. [CELTT Program Review Fall 2008 and Fall 2009] Resources are available through our department website and a Laulima site for faculty in our professional development certification programs. Refer to the Distance Education Developments document for more information. In addition, these resources have been developed and are available for use in coursework: Hawaiʻi Nisei Story - http://nisei.hawaii.edu The Hawaiʻi Nisei Story, a Web-based exploration of the experiences of local Americans of Japanese Ancestry leading up to, during, and following the Second World War, is an example of digital storytelling. It comprises the life stories of Hawaiʻi-born Nisei veterans. Some well-known, some less so, these stories – drawn from oral interviews with veterans of the 100th Infantry Battalion, the 442nd RCT, the 1399th Engineering Construction Battalion, the Military Intelligence Service and the Varsity Victory Volunteers – are deepened, complemented and complicated by the seldom heard stories of the veterans' wives and families. Support for this project is provided by the Chancellor's Office, University of Hawaiʻi at Mānoa, via the Research and Training Revolving Fund. Hawaiʻi Memory Project - http://memory.hawaii.edu Based on Library of Congress' American Memory Project, this project seeks to digitally preserve, identify and make available primary source materials. In development. Native Plants Hawaiʻi - http://nativeplants.hawaii.edu/

			The goal of Native Plants Hawaiʻi (NPH) is to create and establish a single, comprehensive and searchable online knowledgebase of endemic and indigenous plants of Hawaiʻi. NPH seeks to connect local nurseries to landscape architects and home growers to promote the purchase, use and understanding of local native plants. Information is constantly updated by participating nurseries and plant specialists. NPH is a joint project between Kapiʻolani Community College (KapiʻolaniCC) and Leeward Community College (LeewardCC), funded by a grant from the United States Department of Agriculture (USDA) Cooperative State Research, Education and Extension Service (CSREES) for Alaska Native and Native Hawaiian Institutions, with supporting funds provided by KapiʻolaniCC and LeewardCC. Orientation to Online Learning, Kapiʻolani Community College In collaboration with distance learning faculty and students who have taken online courses, CELTT has produced a website, **Orientation to Online Learning, Kapiʻolani Community College** http://faculty.kcc.hawaii.edu/orientation. A draft was used successfully in a handful of online courses and we are now ready to share this resource with all online faculty. We will seek input from the Faculty Senate's distance learning committee soon and will revise the pages prior to the next term. **WHAT IT IS:** The orientation consists of a set of web pages. These pages are intended to orient students to online learning at KapCC and the pages provide the following information: • what it takes to be a distance learning student with interactive self-assessment • how to use Laulima (links to UH ITS tutorials and FAQs) • technical requirements for accessing course material and participating in online courses • what instructors expect of distance learning students (netiquette, student conduct code, etc.) • expectations regarding availability of online faculty This is an attempt to provide students with consistent information, establish realistic expectations, and provide links to resources for technical assistance. Some information attends to items in the faculty peer evaluation form for online courses. In the coming months we hope to roll out more student-focused support services.
20		(C1b) How has the college kept up with the changing technology and keeping instructors current with what is being offered?	See response to question 13 and question 16. In addition, CELTT's faculty and APT staff are required (as part of performance expectations) to stay abreast of trends, issues, and developments in the field of educational technology/information technology. Membership in professional organizations, conference attendance (limited since travel was restricted due to the state's budget crisis), reading journals and other periodicals, and webinar attendance are some ways they maintain their own professional development.
21		(C1d) What is the current status of CELTT's application support with respect to personnel and services offered?	See response to question 13 above.
22		What is our server capacity on campus, what kinds of services do they support and what plans is there to expand it capabilities to support f2f and distance education/online courses especially HD multimedia formats.	The approximate capacity of existing servers is 5 terabytes. A new server system will be installed and increase capacity by 4 terabytes. CELTT has adopted virtualization of servers, a trend in enterprise IT that improves scalability and maximizes physical resources. With virtualization and a new server system to be deployed in 2011, the campus has the capacity to meet demand for at several years.
23		What kind of technology security do we have in place now and what kinds of improvements to the system will be implemented in the next year or so? Include server and data protection, network security, virus protection, staff and public computer workstations security and staff procedures.	See response to question 4 above. CELTT follows guidelines established by UH ITS such as the Safe Computing Practices document which is posted on Quill and was emailed to all faculty and staff in 2009.

24	What is our internet/bandwidth capacity on campus and between building/departments? What has been done and kind of plans are in the works to upgrade this network to keep up with future growth?	Most buildings have 1 Gigabit switches, some have multiple 1 Gigabit switches, a few buildings are at 100 Megabits. We are constrained by limitations of existing wiring closets (poor conditions) in the portables and ʻAlani building. The state government has committed to enhancing broadband services throughout Hawaiʻi and funding was allocated to this effort in September 2010. Implementation plans are in development. For more information refer to: • Creating Hawaiʻi's Broadband Future • Broadband in Hawaiʻi • House Bill 2698 CD1 A Bill for an Act Relating to Technology Plans are still in development so specific information related to implementation is not yet available.
25	How is our wireless coverage on campus and what is being done to increase its capacity to accommodate the increase in laptops, smart phones and other wireless devices?	Wireless coverage has been extended significantly since the last self-study, with only four buildings without wireless coverage (Olopua, the Chapel, ʻAlani, and Maile). Major networking infrastructure upgrades were initiated in 2009. Significant improvements in the performance of wireless networks have been achieved with load balancing and traffic management measures deployed campus-wide in late 2010. Continued improvements will be made in 2011 with additional CIP funds allocated to CELTT for the 2010-2011 fiscal year. See response to question 3 above.
26	What is the status of IPv6 protocol for UH System and KCC campus	We have a switch to enable it, but it has not been implemented across the UH system and has not yet been widely implemented in general. For information from UH ITS on IPv6, see Alan Whinery's presentation, IPv6 and You and UH ITS notes on IPv6.
27	What has been done and what future plans are there to increase the computer lab technology resources on campus?	Since the last self-study, new labs have been established to support novel teaching practices such as the Emporium model used for developmental math. In addition, banks of laptops have been procured and are housed in mobile carts for use in learning centers, science labs, and classrooms. Mobile equipment provides more flexibility than traditional computer labs with desktop computers. See response to question 9 for more information.
28	The need for technology in the classroom has gone up dramatically in recent years, what % of the classrooms on campus are equipped with internet connection and access to a projector?	All standard classrooms are equipped with internet ports and can also use the campus wireless network. Projectors are available for use in any classroom; many have projectors stationed or installed in the rooms. Refer to classroom technology inventory and see response to question 3 and question 25 for more information. Projectors are also available for loan and can be set up for events by CELTT.
29	What kind of increase support for Laulima is planned in the next several years that include storage capacity, bandwidth, functionality and user (student, faculty and staff) support? Distance Education?	Since Laulima is managed by UH ITS, we cannot respond to inquiries about storage capacity, bandwidth, and functionality. Since we do provide end-user support, we can provide details of plans related to increased support in this area. Refer to our latest Tactical Plan and the document, Distance Education Developments.
30	What are the plans/schedule of UH Mail transitioning to gmail/google docs?	CELTT is not responsible for UH Mail and Google Apps. The following is a quote from https://www.hawaii.edu/google/news.html *UH is currently beta testing Google Apps for Education for "@hawaii.edu" email. Based on our initial experience and that of other colleges and universities, ITS is recommending that Google@UH replace the current legacy email environment since it provides a vastly superior service with a substantial cost savings (free) in what is a particularly challenging budgetary environment. ITS has also noted that thousands of current @hawaii.edu email users already forward their email to Google's Gmail service, and these individuals can immediately benefit from the improved integration offered by Google@UH. In addition to new services such as a personal calendar that can synch with a mobile device and Google Docs for collaboration, Google@UH will offer a dynamic path of enhancements and service improvements that UH is unlikely to be able to invest in.* *There is no current plan or directive for a mandatory migration of all @hawaii.edu users to Google@UH. ITS will be consulting on this with all 10 UH Campus Faculty Senates, as requested by the All Campus Council of Faculty Senate Chairs.* *A list of Google@UH FAQs is accessible here.* An update on the status of the Google@UH project was disseminated by UHITS on 11/22/10.
31	What are the future plans of e-Portfolio?	The existing ePortfolio system is being phased out in favor or a new system that is in development. An RFQ was put on the state's SuperQuotes system for public bid and in Fall 2010, the contract was awarded to a local vendor who is collaborating with CELTT and ePortfolio c4ward members to develop a new system. A beta version is expected sometime this semester. A project update is being given to CELTT later

		today (1/21/11). We should have more information before the next self-study draft is due.
32	What technology services are available system wide?	CELTT is not responsible for system-wide services; UH ITS under the direction of CIO David Lassner have that responsibility. This quote is from http://www.hawaii.edu/its/about.html ITS provides services across the broad range of computing and communications technologies that support learning, teaching, research, public services and administration. Information technology support is available to faculty, staff and students of the UH system. - Office of the Chief Information Officer (CIO) - Administrative Services - Academic Technologies - Management Information Systems (MIS) - Technology Infrastructure - System Services - Telecommunications
33	How would the technology profile of KCC look for 2011.	This document will be updated later this semester (March).
34	CELTT supports what kind of applications of technology in Hospitality, eBusiness, Health Sciences, New Media Arts, Biotechnology, Exercise and Sports Science, Teacher Education, Journalism, Communications, Film Career and maybe others?	Technology applications for these and all campus units are based on curricular plans developed by faculty in the unit. Generally speaking, CELTT works to support tactical plans for each unit. Support services are discussed in response to question 14.
35	(A5) Document Request: CELTT Transition Report, Aug. 1,2005-Oct. 31, 2005	Since the transition from IMTS to CELTT is complete, no subsequent transition reports were written. Annual program review reports and tactical plans provide comprehensive information about the unit. [CELTT Program Review Fall 2008 and Fall 2009, CELTT Tactical Plan]
36	(A5) Document Request: CELTT Vision, goal, and mission	The unit embraces the KCC Vision statement from the current Strategic Plan. Our mission statement is: *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.* Goals and strategies of the unit are aligned with the campus Strategic Plan and are provided in the latest tactical plan.
37	(A5) Document Request: CELTT's personnel structure	See response to question 1.
38	(A5) Document Request: Professional development activities	See response to question 11.
39	(A5) Document Request: Surveys during "Show and Tell" workshops, CELTT Workshop Evaluations	Evaluations are not published but reviewed by the unit Coordinator and the presenter (if on staff), so we'll need time to generate reports.