Distance Education
Strategic Plan
2013-2018

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Overview

The University of Hawaii Community Colleges (UHCC) was established by State Law in 1964 and is an integral part of the University of Hawai‘i. As the function and role of the Community College’s evolved over time, the UHCC mission currently has been further defined to include but not limited to:

1) broaden access to postsecondary education in Hawai‘i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities and
2) specialize in the effective teaching of …general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.

In July of 2012, Honolulu Community College (HCC) finalized its new and approved mission statement that included but not limited to, offering high quality courses and programs in the liberal arts… Furthermore, HCC is committed to fulfilling the colleges mission by:

“providing a learning-centered, open-door college, Honolulu Community College is committed to providing the academic and student support to assist students as they progress through their respective courses and programs, and to facilitate the important work of our faculty and staff. The college will acknowledge, promote, and maintain a multicultural environment where gender diversity and other aspects of personal identity are appreciated and respected.”

To ensure that the Distance Education Program meet’s the HCC mission of offering high level courses and programs, the HCC DE program has adopted the University of Hawaii (UH) system policy on distance learning. The UH policy on distance learning is contained in Executive Policy E5-204 (revised 1998). This policy states that the primary goal of DE for the UH system is increased access:

“The primary goal for distance learning at the University of Hawai‘i is to provide a window of opportunity to the rich array of quality instructional resources available to on-campus students to students anywhere in the state who are committed to higher education but are unable to attend the UH campus offering their program of choice. The primary purpose of our distance learning effort is to provide increased access to higher educational opportunity for the people of Hawai‘i.”

Honolulu Community College Distance Education program defines a systematic process that addresses the needs of faculty, staff and students. The plan establishes an outline of targeted goals and desired outcomes in delivering high quality level courses. This plan will enable the college to align strategic objectives with financial and human resources and provide a mechanism to continually review and ensure the highest quality distance education experience for students.
Mission
HCC’s Distance Education program is committed to providing the highest quality distance education courses and programs to meet the changing needs of the 21st century learner. Distance Education is dedicated to ensuring student achievement of learning outcomes, increasing educational resources, acquiring innovative technology, and providing support and equitable services to faculty and DE students.

Core Values
Four primary core values have been identified and will serve as the means to successfully reach HCC’s distance education mission:
1. Learning – we believe all students can achieve student learning outcomes.
2. Support – we will provide continuous training and technical assistance for our faculty, staff, and students.
3. Innovation – we will constantly search for innovative ways to utilize technology for effective learning, efficient course delivery, and to provide training and support to faculty, staff, and students.
4. Accountability – we will continuously evaluate our distance education courses and programs to ensure that they are of the highest quality with resources and services that meet the needs of students, faculty, and staff.

Distance Education and Correspondence Education defined by ACCJC
The following definitions are verbatim statements taken directly from the ACCJC document titled “Guide to Evaluating Distance Education and Correspondence Education” available at the URL http://www.accjc.org/wp-content/uploads/2012/08/Guide-to-Evaluating-DE-and-CE_2012.pdf.

Distance education (DE) and correspondence education (CE) are common delivery mechanisms in American higher education. A sizable number of institutions that are campus-based offer some portion of the curriculum and programs in a distance education format, and there are a relatively small, but growing number of institutions that offer educational services solely through distance education. In 2006, the Higher Education Act revised regulations that had restricted the use of distance education by institutions eligible for Title IV financial aid. Effective July 1 of that year, institutions were no longer restricted to offering less than 50% of a degree program via distance education in order to retain eligibility. The regulatory changes are likely to increase the number of programs campus-based institutions offer through distance education as well as generate opportunity for some new, solely distance education based institutions to emerge in the ACCJC/WASC region.

The Commission’s “Policy on Distance Education and Correspondence Education” (See Accreditation Reference Handbook) has been revised continuously to reflect the changes made to the 2006 Higher Education Act and to the Higher Education Opportunity Act of 2008 that provides greater emphasis on Distance Education and Correspondence Education. The Commission Policy provides the following definitions of Distance Education and Correspondence Education. These definitions are congruent with the definitions in the Higher Education Opportunity Act of 2008. Note that
correspondence education may be offered via the same delivery modes as distance education. The U.S. Department of Education (USDE) focuses more closely on the nature of the interaction between instruction and student, and on aspects of the instruction delivered, to determine whether the course or program is distance education or correspondence education for purposes of Title IV.

**Definition of Distance Education**

Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMS, in conjunction with any of the other technologies.

**Definition of Correspondence Education**

Correspondence education means:
(1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor;
(2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student;
(3) Correspondence courses are typically self-paced; and,
(4) Correspondence education is not distance education.

**A Correspondence course is:**
(1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced;
(2) A course which is part correspondence and part residential training, the Secretary considers the course to be a correspondence course; and,
(3) Not distance education.

**Terms and Definitions**

Distance Education as defined by the University of Hawaii Distance Learning website (http://www.hawaii.edu/dl/pswhatisdistancelearning) as providing “quality instructional resources to students anywhere in the state who are committed to higher education but are constrained by diverse factors which prevent their participation as regular on-campus students at the University of Hawai’i campus offering their program of choice.”
All 10 campuses (3 Universities and 7 Community Colleges) offer distance education courses via Online, Cable, or Interactive Television and have been doing so for a number of years. Each campus is given the responsibility to develop, implement, and maintain high quality distance learning experiences for students that are comparable, if not better than the traditional on-campus student receives.

Distance learning can be delivered anytime and anywhere (asynchronous) or at a specific time and location (synchronous) allowing the student to fit their education between family and work. The descriptions below provide information on how technology is working to deliver distance learning courses to you.

There are three primary methods of delivery for distance education courses:

**Cable Courses**

The University of Hawaii system provides a number of courses which are available through cable television. Cable courses are live or taped. Some cable courses may include Internet activities that act as an enhancement to the course. Students are able to attend a class in the convenience of their home by tuning into their local educational access cable channel, Cable educational access channel listing (http://www.hawaii.edu/dl/cable). For this type of course students must have cable television. For cable courses that include an Internet component they must have access to email and a web browser, such as Netscape or Internet Explorer.

**Interactive Television Courses (ITV)**

Interactive courses provide learning at a specific time and place, allowing students to take a course from one location while the instructor teaches from another. Both instructor and student can see and hear each other, simulating a face-to-face class environment. Some ITV courses may include Internet activities that act as an enhancement to the course. For ITV courses that include an Internet component they must have access to e-mail and a web-browser, such as Netscape or Internet Explorer. Interactive television locations nearest you: ITV Locations

**Online Courses**

Online courses provide education independent of time and location (asynchronous). Rather than gathering in a classroom, instructors communicate with their students online through email and/or the World Wide Web. Students and instructor must have access to email and a web browser, such as Netscape or Internet Explorer.
HCC DE Goals & Objectives

Four strategic goals guide the work that Honolulu Community College will do over the next five years to accomplish its mission. The accomplishment of these goals is measured using the specific objective statements below.

1. Increase student participation
   a. Identify and develop two new courses each year.
      i. Assessment: Class Availability List
   b. Increase DE enrollment by 15 percent over the next 5 years.
      i. Assessment: DE Enrollment Metric

2. Provide on-going support for faculty and students to enhance the DE classes/program
   a. Develop an online community for DE students and faculty (Laulima, HCC Connect)
      i. Assessment: Usage statistics for online communities in Laulima & HCC Connect
   b. Continue to enhance learning support services for DE (tutoring, library, academic and or counseling services, career and job placement services, Laulima support and/or disability services).
      i. Assessment: Usage statistics from support service areas
   c. Develop a readiness assessment for students interested in DE.
      i. Assessment: Add question measuring effectiveness of this readiness assessment to annual DE student survey
   d. Develop a mandatory DE faculty and student orientation.
      i. Assessment: Post orientation survey
   e. Develop a systematic process to identify faculty peer mentors. (to assist faculty in transitioning from in-class teaching to on-line teaching, discussion of assessment strategies)
      i. Assessment: Add question measuring effectiveness of this process to annual DE faculty survey
   f. Ensure DE students are aware of and has access to procedures and forms related to students' rights and responsibilities at HCC.
      i. Assessment: Add question measuring knowledge/awareness to annual DE student survey

3. Deliver and maintain high quality distance education courses
   a. Develop and conduct an annual review of Distant Education Service Area Outcomes
      i. Assessment: (Appendix B).
   b. Verify course compliance to DE policies and procedures as stated in the Distant Education Handbook established by Distance Education Review Board (DERB) and Distance Education Advisory Committee (DEAC).
      i. Assessment: Develop a checklist for faculty to verify compliance to policies and procedures established in the Distance Education
Handbook (as an attachment to be forwarded through required committees, division chairs, and deans for course authorization.

c. Develop and implement a DE course recertification process that is aligned with best practices and standards of quality
   i. Assessment: Schedule of DE course recertification; As course certification/recertification is essentially a function of the CPC, the CPC should have a large role in this.
   ii. Assessment: Review Distance Education Review Board (DERB) processes.

d. Establish a process to ensure that DE courses meet all requirements for accessibility.
   i. Assessment: This assessment should be tied to item 3.b above; standards of accessibility DE requirements to be determined/approved by accessibility coordinator.

e. Establish and sustain an evaluation process for measuring student learning in DE courses that includes comparisons to student learning in its traditional classroom.
   i. Assessment: Direct evidence of student learning from both classroom and DE sections. (Discipline coordinators should be responsible for writing up the analysis. – Appendix C)
   ii. Develop DE “observation” for peer review of course to verify compliance. Schedule TBD on how regularly a DE instructor must be observed.

4. Increase the number of qualified faculty who can teach distance education courses.
   a. Create a desired qualification statement in all job postings for future faculty teaching positions (as appropriate).
      i. Assessment: Periodic audit of HCC instructional job postings to ensure DQ statements on DE skills are included.
   b. Provide increased training opportunities in teaching, technology, and assessment for distance education instructors.
      i. Assessment: Add question to annual DE faculty survey to determine what areas of training are needed/desired
   c. Develop a seamless hands-on systematic process to assist faculty in the development of distance education classes (from proposal to delivery, including intrusive technical support)
      i. Assessment: Add question measuring effectiveness of this process to annual DE faculty survey
   d. Recruit and train at least 2 new faculty every year to deliver a DE course.
      i. Assessment: Develop a post training “quiz” to gauge knowledge gained from training
Strategic Action Items

Establish Baseline Data
Period: Spring, Summer, and Fall 2013
Lead: DE Coordinator, Institutional Researcher, Course Faculty, Program Coordinators

Establish baseline data for identified quantitative metrics as well as data gathered from student and faculty surveys. Baseline data will also be gathered from various support services like tutoring, test proctoring, and library services.

Improvements to Information Technology Infrastructure
Period: September 2012 – ongoing
Lead: ITS Director

The campus is in the midst of a significant improvement to its information technology infrastructure, which will enable the college to be more efficient and flexible in adapting to rapid changes in DE and instructional technology.

1. **Network upgrade including the installation of a new, student focused wireless network.** The network infrastructure of the campus used compartmentalization to provide basic security over the last twenty years. This provided functional security but could not support the contemporary firewalled but internally open architecture that facilitates student and faculty interaction and building of online course content. This has been completed.

2. **Core network redundancy and Unified Threat Management.** Installation of a fully redundant Unified Threat Management system will create a multi-level firewall and threat tracking system able to support extensive internally and external access to course content and campus communication systems. This will facilitate BYOD (Bring Your Own Device) by allowing student owned devices to have managed access to specific online content areas such as class collaboration and content development projects. In process with completion in January 2013.

3. **Conversion to Active Directory for network policy management.** In order to provide virtualized infrastructure and public cloud based services Active Directory as the standard network directory service is required. This is being implemented in conjunction with the above listed network system, redundancy and security projects. The use of Active Directory will allow IT policy and security for both people and computer systems (real or virtual).

4. **Student Computer Lab Virtualization.** Open computer labs are being virtualized using Virtual Desktop Infrastructure. This will allow operating system and application upgrades without the need to replace hardware while leading to the installation of thin clients. This will improve efficiency, reduce costs, and allow the use of computer lab systems in new and educationally innovative ways. As the availability of new, more powerful computer hardware and software is an issue with the campus primary demographics it is planned to make virtualized lab desktops available on a check out basis for students. The VDI technology will allow lab desktops...
to be used from any computer or mobile device. Processing power and specific software can then be made available for use by students off campus as well as in campus computer labs. This will be clearly important in support of hybrid and online courses. Lab virtualization is in process for the first fifty seats and will be completed by February 2013 with Virtual Lab Desktop checkout planned for fall 2013.

5. **Campus Virtual Data Center and VDI for faculty and staff.** A full VMware virtual data center supporting one hundred and fifty Virtual Desktops plus file and content servers is purchasing now with installation projected for summer 2013. This will provide fully managed virtual desktops for the first wave of faculty and administration. In addition this will provide expanded, secure storage for course content and support. The same economies implemented for the campus computer labs will be implemented for all faculty, administration, and staff by the end of 2014.

6. **Provisioning of Microsoft Office 365 for Education to faculty and students.** This is in contract negotiation with Microsoft for this campus as the model for the University of Hawaii system. This service will provide two levels of planned service with the base level providing versions of Microsoft Office 365 as a cloud service for all faculty, staff and students. This will make a simplified web version of the industry standard office suite available as the standard for the campus providing tools to be used in the online course learning environment. In addition this service includes messaging and presence awareness plus SharePoint for online collaboration and document storage adding a richer set of cloud tools for both faculty and students. This will allow the integration of these tools into online courses for project development and collaboration enhancing rigor and offering means to improve assessment dynamically. The second level of service will include full Microsoft Office and other applications as a campus license for all faculty, staff and administration. Pending UH Legal office approval phase one should be in place during Q2 2013 and phase two during Q3 2013.

7. **Campus based multimedia and Secure Storage.** A critical component of an online learning environment is storage availability and management for faculty and students as well as administration. In a fully virtualized environment the provisioning of fully managed storage for mixed media data is the foundation for online courses and ubiquitous learning. The second phase of the Virtual Data Center implementation will include not only Virtual Desktops for all faculty but a new storage architecture. This will provide highly scalable Binary Large Object storage using extremely efficient arrays of simple computers integrated with either Microsoft SharePoint or OpenStack open source applications. The new storage architecture will also include open, cloud based storage from both within the UH System and from the public cloud for students and online course content delivery. This will be linked to the BLOB storage at a higher security level and topped by very secure, on-campus storage for administrative records and information. This storage architecture is specifically designed to make all data manageable and retainable with complete archiving of all class content and student materials. By moving the delivery of information, collaboration and management of all courses to online processes the boundary between online courses and normal classroom sessions begins to disappear. Elements of this will be implemented in Q2 2013 with scaling for all courses by 2015.
**Increased Faculty Training**  
Period: January 2013 – continuous  
Lead: DE Coordinator, Deans

The constant and rapid evolution in IT capabilities and DE-related hardware create both opportunities and confusion for faculty. It is recognized that faculty competence and comfort with the following areas are critical to successful DE expansion: course design, including adapting SLOs and assessment to a DE context; understanding of student service issues and campus support to meet student needs; devices, technical support, network access, and other hardware related issues. A report by the Hawai‘i Educational Policy Center, *The University of Hawai‘i and Distance Education: The Critical Role of Faculty* (2006), notes the important role of faculty training and competence in successful DE delivery, and provides UH with a guide for addressing those training needs. To this end, HCC provides a comprehensive web-based DE resource guide for its instructors on its faculty development website; the page is located at http://www2.honolulu.hawaii.edu/facdev/guidebk/online/online.htm

Recognizing that additional training will be necessary in order to mobilize more faculty to deliver DE, the DE Coordinator will begin rollout of a mandatory faculty orientation, monthly in-house training opportunities, faculty online mentoring program, faculty chat forum, hands-on DE course transition, and technological support.

**Development of a Formal DE Assessment Plan**  
Period: January – May 2013  
Lead: DE Coordinator, DEAC

Thus far, the DERB has been able to ensure that DE course content and assessment methods are equivalent to in-person offerings. With the anticipated expansion of DE offerings, however, it is recognized that a more formal and structured plan be developed to assist instructors in developing/adapting course SLOs to be aligned with program and campus SLOs. Further, this process would provide a more formal “feedback” mechanism to the instructor and the department/program to facilitate course improvement.

The DE Coordinator is leading the DEAC in reviewing the current process (conducted within the DERB) and developing a process that more fully reflects the college’s emphasis on integration of SLOs at multiple levels and integration of assessment into the planning and improvement of DE courses. Given that the official LMS for the UH system (Laulima) is managed by the system IT office, it is expected that a comprehensive assessment strategy that connects classroom SLOs and assessment to program and campus assessment, will need to include a system-wide approach to integrating that LMS into the strategy. In addition, the structure of program reviews is determined by the UHCC system, and integrating DE course assessment into this level of review will require planning at the UHCC system level. The DE Coordinator will ensure that campus-level planning will be coordinated with these system level offices.
Conversion of Building 7 Courses to DE Format
Period: January – October 2013
Lead: DE Coordinator, Academic Deans, DERB

The phased closures of adjacent floors in Building 7 due to renovations will create a classroom space shortfall beginning Spring 2014 through Fall 2014. Currently, the Library is being relocated to adjacent facilities, and the campus is planning for the successive closures of floors 3 and 4, and 5 and 6, as the renovation proceeds. The anticipated space shortfall will need to be handled by utilization of other spaces and by converting classes to DE or DE-supported hybrid formats.

The DE Coordinator will engage the campus community, particularly the faculty of the University College Division (who are primarily impacted by the renovation of Building 7), in planning for the conversion of courses to DE formats to ensure that current enrollments and class offerings can be sustained during this period. The Dean and respective Division Chairs of the UC Division are also closely involved in this process, which will involve revised room and time slot scheduling plans through Fall 2014 (and perhaps further, depending on the progress of the renovations).

Further, the DERB will need to plan for a significant increase in applications for DE course approval from faculty. It is likely that the DERB will need to expand and divide review to accommodate the increased workload.

Assess and Formalize Process to Meet DE Student Service Needs
Period: ongoing
Lead: DE Coordinator, Dean of Student Services, Dean of Academic Support

The planned expansion of DE offerings will create additional challenges for the college in providing normal types and levels of student services, particularly financial aid, academic counseling, academic support services, and career guidance. The Dean of Student Services and the Dean of Academic Support will lead their divisions to ensure an integrated system is established for DE students to receive the same level of services and support as on-campus students.

Planning for UH and UHCC Systemwide Capabilities and Resources
Period: ongoing
Lead: DE Coordinator, VCAA

The UHCC academic affairs office has convened a UHCC system DE group. All CC campuses are represented on this group. The HCC VCAA is aware of plans to reconvene this group, currently projected for February 2013.

In 2011, a Perkins award was granted to Windward CC to lead an effort to inventory, collect, and consolidate an online repository of resources for DE instructors in career and technical education (CTE) programs. This online repository is intended to supplement campus-based resources, if available. (HCC’s online resources for DE instructors is located on its faculty development website at http://www2.honolulu.hawaii.edu/facdev/guidebk/online/online.htm) This repository is
expected to be available on the UHCC website shortly at http://uhcc.hawaii.edu/OVPCC/initiatives/index.php.
## Appendix A: DE Assessment Data

### Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Total Classes</th>
<th>Online</th>
<th>Cable</th>
<th>AH</th>
<th>LANG</th>
<th>MATH</th>
<th>NATS</th>
<th>SSCI</th>
<th>TECH I</th>
<th>TECH II</th>
<th>CSC</th>
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</thead>
<tbody>
<tr>
<td><strong>Spring 2013</strong></td>
<td>60 Sections</td>
<td>47</td>
<td>13</td>
<td>18</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>13</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Fall 2012</strong></td>
<td>69 Sections</td>
<td>54</td>
<td>15</td>
<td>17</td>
<td>7</td>
<td>1</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>4</td>
<td>0</td>
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<tr>
<td><strong>Spring 2012</strong></td>
<td>56 Sections</td>
<td>42</td>
<td>14</td>
<td>14</td>
<td>5</td>
<td>2</td>
<td>14</td>
<td>12</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Fall 2011</strong></td>
<td>61 Sections</td>
<td>47</td>
<td>14</td>
<td>13</td>
<td>4</td>
<td>3</td>
<td>13</td>
<td>13</td>
<td>10</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Spring 2011</strong></td>
<td>59 Sections</td>
<td>42</td>
<td>17</td>
<td>17</td>
<td>4</td>
<td>3</td>
<td>15</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Fall 2010</strong></td>
<td>67 Sections</td>
<td>48</td>
<td>19</td>
<td>18</td>
<td>6</td>
<td>3</td>
<td>15</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring 2010</strong></td>
<td>60 Sections</td>
<td>41</td>
<td>19</td>
<td>15</td>
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<td>2</td>
<td>14</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall 2009</strong></td>
<td>59 Sections</td>
<td>40</td>
<td>19</td>
<td>12</td>
<td>12</td>
<td>3</td>
<td>14</td>
<td>4</td>
<td>7</td>
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### Completion

<table>
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<tr>
<th>Successful Completion Rates (SRates)</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCO Courses</td>
<td>61.0%</td>
<td>61.9%</td>
<td>62.8%</td>
<td>67.1%</td>
<td>61.5%</td>
</tr>
<tr>
<td>DTV Courses</td>
<td>49.7%</td>
<td>52.9%</td>
<td>57.2%</td>
<td>65.0%</td>
<td>66.1%</td>
</tr>
<tr>
<td>Face to Face Courses</td>
<td>73.9%</td>
<td>74.9%</td>
<td>78.6%</td>
<td>81.1%</td>
<td>81.2%</td>
</tr>
</tbody>
</table>

*SRates include “D” grades since students receive completion credit for a “D” grade.*
### Withdrawal

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<th></th>
<th></th>
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<tr>
<td>DCO Courses</td>
<td>13.4%</td>
<td>13.1%</td>
<td>11.1%</td>
<td>10.9%</td>
<td>11.8%</td>
</tr>
<tr>
<td>DTV Courses</td>
<td>15.4%</td>
<td>13.6%</td>
<td>10.4%</td>
<td>11.8%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Face to Face Courses</td>
<td>5.5%</td>
<td>5.1%</td>
<td>5.4%</td>
<td>5.5%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

### Home Campus

HCC DE Classes (Cable and Online) % of Non-HCC Home Institution Students

General & Pre-Professional Courses By Division and Subject

Fall 2010 - Spring 2013 as of Census

<table>
<thead>
<tr>
<th>Division</th>
<th>Subject</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>ART</td>
<td>64%</td>
<td>83%</td>
<td>44%</td>
<td>38%</td>
<td>54%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>ASAN</td>
<td>57%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>ENG</td>
<td>44%</td>
<td>34%</td>
<td>37%</td>
<td>23%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>HIST</td>
<td>44%</td>
<td>52%</td>
<td>47%</td>
<td>45%</td>
<td>41%</td>
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DE Student Survey (http://programs.honolulu.hawaii.edu/intranet/node/1424)
1. 14 Question Survey
2. Emailed directly to 817 students (unduplicated count) enrolled in an HCC online or cable course
3. Survey submission window was 3 weeks (opened on Monday 4/22/13 and closed on Friday 5/10/13)
4. 37% response rate (n=302)

Of the 302 respondents:
- Responses were primarily from students taking an online course (vs cable course). (80% to 20%)
- 85% felt their DE course was of “good” or “excellent” quality.
- 70% had enrolled in a DE course before.
- 51% were enrolled in a single DE course. An additional 26% were enrolled in two DE courses.
- 33% said they were not enrolled in any classroom-based courses.
- 77% rated their instructor’s communication as “good”. Another 17% said it was “fair”. Only 6% said it was “poor”.
- 65% expect their instructor to respond to communication attempts within 24 hours. Another 31% felt that “within 2 days” was acceptable.
• 89% “probably would” or “definitely would” recommend their HCC DE course to a friend.
• 37% felt the same course would be easier in a traditional classroom setting. 18% said harder while 45% said it would be the same difficulty.
• 88% used Laulima for their course and 81% felt that Laulima is “easy” to “very easy” to learn how to use.
• 57% would pursue an entirely online degree if offered (but 43% would not).
• Question 13 was a multiple response question asking students to rate 19 different support services on three different criteria; frequency of use, quality of the service, and knowledge of how to access the service. Please see the tables for the full results but here are some notable items. 86% said they never used online tutoring but 48% said they did not know how to access online tutoring. 82% said they never used in-person tutoring but 38% said they did not know how to access in-person tutoring. 54% never use the library (16% didn’t know how to access). 34% never use the testing center (12% didn’t know how to access). 47% don’t access financial aid services (20% didn’t know how to access). As for quality, all 19 support services were ranked “fair” or “good”. 2.6% or less responded that our support services were “poor”.
• The top two items (out of seven choices) that students felt would help them succeed in their DE course was study skills (time management, test taking strategies, etc.) and tutoring (55% and 33% respectively).
1. **Instructors will be able to design and deliver a distance-based course.**

   **Assessment**
   - DE Orientation (every fall and spring semester)
   - DE Faculty Survey

2. **Students will be able to successfully complete a distance-based course.**

   **Assessment**
   - DE Completion Metrics
   - DE Student Survey

3. **HCC leadership will be able to interpret relevant data on distance-based courses and strategically plan based on that data.**

   **Assessment**
   - DE Enrollment Metrics
   - DE Completion Metrics
   - DE Withdrawal Metrics
   - DE Home Campus Metrics
Appendix C: DE Course Assessment Results

Part of assessing the effectiveness of our Distance Education (DE) course offerings included a measurement of student learning outcomes in both DE and its classroom counterpart (if applicable as some DE courses do not have a classroom section). We began this DE course assessment plan in the spring 2013 semester and due to time constraints, not all DE courses had the opportunity to complete their student learning assessment. Those who did not will be completing them this coming fall 2013 semester. All DE courses were required to complete this assessment of student learning outcomes.

There were two primary goals for this DE course assessment plan. The first goal was to gather evidence of direct student learning as related to the stated Student Learning Outcomes for each respective DE course. The second goal was to be able to compare student learning between DE course sections and their respective face-to-face classroom counterparts (if applicable). The individual faculty has been tasked with completing this endeavor. The faculties who have completed their analysis have their assessment narratives posted to the HCC Intranet for archival purposes. These reports can be found at http://programs.honolulu.hawaii.edu/intranet/accred-follow-up/slo-courses

While the reports have been illuminating and informative, it highlighted a few changes that are required for this DE assessment process to be sustainable.
1) There needs to be a report template so that every instructor is writing their narrative utilizing a standardized structure. This will make it easier to compile a summary report across all courses.
2) There needs to be an archival database that faculty can upload their assessment results and narrative reports to. While the HCC Intranet will suffice for now, it is strictly a document storage solution. There needs to be an archival database product that will allow for queries to be conducted when more data is added every year.
3) An overall assessment plan needs to be created per DE course. In this initial undertaking, the faculty was asked to pick which particular course SLO they would measure and then report on it. However, very few of the reports, if any, indicated what course SLO would be measured the following semester/year and how long it would take before all course SLOs were measured. This needs to be carefully coordinated with their face-to-face course sections so that the entire discipline is doing the same SLO assessment at the same time.

In addition to these narrative reports, an analysis was completed at the course level to compare two metrics between DE courses and Face-to-Face courses. These metrics were 1) successful course completion, defined as a student who earned an A-D grade for a course and 2) withdrawal rates. DCO refers to completely online courses. DTV refers to cable broadcast courses. The tables below are the aggregate percentages across all courses for both the successful completion rates and the withdrawal rates. The Excel tables showing the individual courses for these two metrics can be found on the HCC Intranet. The success rates can be found at
http://programs.honolulu.hawaii.edu/intranet/node/1447 and the withdrawal rates can be found at http://programs.honolulu.hawaii.edu/intranet/node/1448

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*SRates include “D” grades since students receive completion credit for a “D” grade.

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