ELECTRONIC OUTREACH

DISTANCE LEARNING AT HCC

SUMMER 2006

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**Background - Distance Learning Mission Statement and Strategic Plan**

The Mission Statement and the Strategic Plan of the University of Hawai‘i System, including Honolulu Community College, address distance learning in relatively broad, general terms. Executive Policy E5.204 specifically addresses delivery in the UH system. Two other policies, Board of Regents’ Policy Section 5.10 and Board of Regents Policy Section 5.4 Part d, deal with additional directions for distance learning.

- Board of Regents’ Policy Section 5.10 – Distance Learning
- Revised Executive Policy E5.204 – UH Distance Learning Plans, Policies, and Procedures, May 1998
- Board of Regents’ Policy Section 5.4 Part d – Western Governors University

**HCC Distance Learning Courses**

Currently, the College offers 30 courses in distance formats, with 8 cable telecourses or teleweb courses and 22 online web-based courses. The College also has 62 hours of informational community service cable programming.

Olelo grants provide most of the funding for telecourses. Web course creation is largely accomplished as part of faculty workload. Currently, there are 17 distance Learning instructors, 14 from the Liberal Arts Program and 3 from the Career/Technical Programs. 5 faculty and staff are assigned to support telecourse and web course creation and delivery - ITS technical staff are available for further consultation.

As seen in the table below, the HCC Distance Learning Program experienced rapid growth in the first few years of the new millennium, but has recently leveled off.

**Recent HCC Distance Learning Courses:**

<table>
<thead>
<tr>
<th>Semester</th>
<th># of Classes</th>
<th>SSH</th>
<th>Student Enrollments</th>
<th>% Full</th>
<th># of Instructors</th>
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<tbody>
<tr>
<td>Summer 2006</td>
<td>10</td>
<td>489</td>
<td>173</td>
<td>57</td>
<td>7</td>
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<tr>
<td>Spring 2006</td>
<td>33</td>
<td>2171</td>
<td>733</td>
<td>69</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>33</td>
<td>1413</td>
<td>659</td>
<td>67</td>
<td>18</td>
</tr>
<tr>
<td>Summer 2005</td>
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<td>30</td>
<td>1947</td>
<td>654</td>
<td>79</td>
<td>17</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>32</td>
<td>2291</td>
<td>755</td>
<td>77</td>
<td>17</td>
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<tr>
<td>Summer 2004</td>
<td>13</td>
<td>567</td>
<td>295</td>
<td>77</td>
<td>9</td>
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<tr>
<td>Spring 2004</td>
<td>25</td>
<td>1113</td>
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<td>81</td>
<td>17</td>
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<tr>
<td>Fall 2003</td>
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<tr>
<td>Summer 2003</td>
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<td>9</td>
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<tr>
<td>Spring 2003</td>
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<td>1284</td>
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<td>67</td>
<td>15</td>
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<tr>
<td>Fall 2002</td>
<td>19</td>
<td>966</td>
<td>340</td>
<td>63</td>
<td>14</td>
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</table>
Operations

At the campus level, the College has assigned a faculty member to the position of Distance Learning Coordinator to oversee and coordinate development of courses, ensuring support services for distance students, and managing enrollment and delivery of courses each year. The Distance Learning Coordinator serves on several college-wide committees: the Distance Education Review Board, the Technology Advisory Committee, and the Distance Learning subcommittee of the Planning Council.

The College participates in system-wide committees working on improving system-wide coordination and integration of distance offerings throughout the Community Colleges, including addressing issues of assessment, enrollment, and funding. The Distance Learning Coordinator serves on the UH Community Colleges (UHCC) Campus Distance Coordinators (CDC) group, which coordinates and manages the scheduling and student support services for distance Learning throughout University of Hawaii System. The courses offered at Honolulu Community College are part of UH system-wide effort which makes it possible for a student to receive an A.A. degree entirely through distance courses. The student receives the degree from his or her home campus, but takes the needed array of courses from different CC campuses. At the system level, the CDC group communicates with and makes recommendations to the UH System Distributed Learning Advisory Council (DLAC) and to the UH 4-Year Campuses Master Scheduling Group (MSG).

There are also 8 UH System and HCC websites for internal operations or public access regarding Distance Learning.

Best Practices

Honolulu Community College offers a variety of DL opportunities (or Distributed Learning delivery modes) including: Internet-delivered courses that are fully online; web-supported courses; cable courses; streaming video and videoconferencing courses, and video tape courses that can be mailed to student in distant locations. These courses are designed to meet the different learning styles and educational needs of our students. The DL program is dedicated to following the guidelines, principles, and best practices promoted by WASC and The Institute for Higher Education Policy.

The WASC Best Practices Policy for Electronically Offered Degree and Certificate Programs is divided into five areas of institutional activity relevant to distance Learning:

.Institutional Context and Commitment
.Curriculum and Instruction
.Faculty Support
.Student Support
.Evaluation and Assessment

See System UHM Policies and Procedures on the following Web Sites:

http://www.hawaii.edu/dl/general/resources/GoodPracticesinDeD.pdf
http://www.hawaii.edu/offices/app/dl/DistanceLearningProg_091205.pdf
ADA Compliance

The Office for Civil Rights (OCR) in the U.S. Department of Education has indicated through complaint resolution agreements and other documents that institutions covered by the ADA and §504 that use the Internet for communication regarding their programs, goods, or services, must make that information accessible. Information and requirements for web access can be obtained at the following website: http://www.webaim.org/standards/508/checklist. In an OCR settlement agreement, the federal agency stated that whether the communication is via media, print, or the Internet, postsecondary institutions must "effectively communicate" with individuals with disabilities including students, faculty, staff and the wider community: http://www.washington.edu/accessit/webspeslegal.html. Currently, none of DL courses in the UH System have scrolling Text and only those that are text only meet some of the ADA requirements. The UHM server is not able to display scrolling text so we need to embed text in video before sending it to them. This is costly because it requires transcription and encoding. Distance Learning students with disabilities are handled on a case by case basis to provide the necessary services for the student to complete the course. In cases where the disability require services that are beyond what is a reasonable accommodation by the college, students have the option of taking the class via the on-campus mode.

Here are some helpful URLs regarding disability access requirements for distance learning programs:

- California CC System policies, access issues and remedies:

- Faculty training info: http://www.umuc.edu/ade/


Course Assessment

There has been a System-Wide DL Course Assessment Survey (pre-post demographic and satisfaction) and the results can be found at the following website:

http://moosurvey.kcc.hawaii.edu/%7Esurvey/prepostsurvey/globalresults/.

This survey was conducted with approximately 19 educational institutions over the last 4 years (summer 2002 – Spring 2006). Overall, the DL courses assessed by this survey are successful in terms of enrollments and outcomes. Although a detailed analysis can be conducted by reviewing the website, an example of results is summarized below, based on the pre and post test for Fall2005.
Total enrollment for all the classes is unknown, but there were 689 pre-test responders and 599 post-test responders. The demographics include approximately 78% Female, 49% full time, 34% part time and 6% taking only one class; 50% take one or 2 classes at a time, and 48% of the instructors offered on campus orientation (although not all the students participated).

Overall satisfaction (on a 4 point scale) had mean values ranging from 3.2 – 3.7. The majority of students felt they received support, had opportunities to communicate, were satisfied with the level of instruction teacher support, communication, and experiences received.

In Spring 2006, the DL Ad Hoc Committee of the Planning Council suggested the development and implementation of a comprehensive assessment instrument that includes course and program Student Learning Outcomes (SLOs).

**Assessment and Program Review**

The College has a growing Distance Learning program which has made significant steps in formalizing process for assessment and program improvement.

In March 2005, the Committee on Programs and Curriculum adopted a formal process for a separate evaluation of all courses to be offered via distance delivery, in addition to already established curriculum review. The CPC created the Distance Learning Review Board, which then set in place the criteria and review form and process. Between Spring 2005 - Fall 2005, all courses already being delivered were reviewed and in some cases revised. Since Spring 2005, all new courses are reviewed by this Board prior to inclusion in a program's curriculum. Criteria for approval include adequate evidence that student learning outcomes mirror in-class versions of the course, and that policies and practices are in place to ensure integrity of student work and credits earned.

The College has made important strides in formalizing the treatment of Distance Learning as a program. In Spring 2004, distance Learning faculty identified program outcomes for distance Learning on campus. The Distance Learning Program is scheduled to submit a comprehensive Program Review Report in Spring 2008.

On January 27, 2006, the College Planning Council created a sub-committee to research past and present resources devoted to distance Learning, as well as data regarding enrollments and student success. The major charge to this committee was to create a coordinated distance Learning plan to better utilize resources and instructional efforts to improve and expand distance delivery by the College.

**Summer 2006 Assessment Strategy**

To launch a phase of the effort to assess an array of aspects of the HCC Distance Learning Program, Distance Learning Coordinator (Jan Petersen, Assessment Researcher (David
Cleveland), and Accreditation Liaison Officer (Cynthia Smith) collaborated on the development of an online distance learning evaluation instrument. All Summer 2006 HCC distance educators were contacted and urged to participate in the class/program evaluation (Total = 10 DL classes).

**QUESTIONNAIRE**

The instrument (attached) focused on:

A. Student reasons for taking the class via distance  
B. Evaluation of class/instructor/delivery system  
C. Quality of the class  
D. Quality of HCC support services  
E. Written comments about services, problems, comparisons with traditional classes, delivery systems, and suggestions for program improvement.

The questionnaire was created, placed at the HCC Website, and analyzed using Survey Pro software.

**RESPONSE RATE**

In previous semesters, several HCC faculty have worked with David Cleveland to design their own evaluation instruments; however, response rates have often been quite low.

Realizing this, DL Coordinator Jan Petersen urged DL summer faculty to make a special effort to encourage students to complete the survey. As a result, about two-thirds (102) of the students in the nine responding classes completed the survey.

**FINDINGS**

**Two-thirds of Respondents Have Taken Other Distance Learning Classes**

![Pie chart showing the distribution of how many classes respondents took. (N = 101)](chart.png)
MAJOR REASON FOR TAKING CLASSES IN A DISTANCE Learning FORMAT:

WORK/OTHER COMMITMENTS MAKE IT DIFFICULT TO ATTEND CLASSES

Respondents were asked to rate the relative importance of several possible reasons for taking the class in a distance format.

61% of respondents stated that Work/Other Commitments Make it Difficult to Attend Classes on Campus was a Very Important reason for their decision to take the class in a Distance Format.

The least important reasons for taking the class in a Distance Format were:

Prefer Distance Education format over traditional environment (34% rated it as Not at All Important).

Class was not available at my home campus. (50% rated it as Not at All Important)

The following bar graph ranks orders reasons for taking the class via distance Learning from most important to least important based on mean values. A mean of 4.0 would represent all respondents selecting the Very Important response, while a mean of 1.0 would represent all respondents selecting the Not at All Important response.

It appears that work, household, family, and other commitments make coming to the campus for traditional classes difficult for a high percentage of the College’s DL students.

HIGH MARKS GIVEN TO COURSES AND INSTRUCTORS

Figure 2: BAR GRAPH - REASONS FOR TAKING CLASS IN DISTANCE FORMAT

RANK ORDERED BY MEAN VALUES:

1.0 = Not at All Important ..... Very Important = 4.0

The next set of questionnaire items focused on rating various aspects of the course and instructor.

As seen in the bar graph below, courses and instructors received highly positive evaluations.

The bar graph below rank orders these items by the percentage of respondents who Agreed and Strongly Agreed with the statement about the course/instructor.

For example, over 90% of respondents Agreed or Strongly Agreed that the instructor demonstrated broad, accurate, up to date knowledge of the subject, had a clearly stated grading policy, provide clear learning objective/outcomes, and responded to questions constructively. Even the bottom three items (on-line material
presented in a well organized manner, sufficient interaction between faculty/students, and recommend or consider taking another course using this delivery vehicle) were fairly well reviewed (about three-quarters of respondents Agreeing or Strongly Agreeing with the statements). These areas are, however, are not rated significantly lower than most of the items, and, therefore, should be reviewed.

MOST HCC DISTANCE Learning SUPPORT SERVICES RECEIVE HIGH MARKS

Respondents were asked to rate (from Poor to Excellent) the quality of the support services they received from various components of the college.

Figure 7: COURSE/INSTRUCTOR EVALUATION ITEMS - RANK ORDERED BY PERCENT AGREEING OR STRONGLY AGREEING

The bar graph below rank orders the Support Service areas by mean values (1.0 = Poor to 4.0 = Excellent).

The top ranked areas include:

- Proctoring Services
- Reliability and stability of the course online web support
- Library Services
- HCC Registration Process

Figure 4: BAR GRAPH - SUPPORT SERVICES/TECHNOLOGICAL ASPECTS EVALUATION - DON'T KNOW/DON'T USE RESPONSE REMOVED FROM DATASET

RANK ORDERED BY PERCENTAGE SELECTING GOOD OR EXCELLENT:

1.0 = POOR ...... EXCELLENT = 4.0
The bottom two ranked areas - Financial Aid Services and the HCC Distance Learning Office - were also the least used services by DL respondents.

Only 24 of the 102 respondents rated the HCC Distance Learning Office - while it was the lowest rated service, 59% of the 24 respondents gave it a Good or Excellent evaluation.

Even fewer respondents (19) evaluated the HCC Financial Aids Office - with 68% of these rating its services as Good or Excellent.

A review of respondent comments about student dissatisfaction with any of the above services should provide insights about specific problems that should be addressed.

HCC DL COURSES COMPARE FAVORABLY TO THOSE AT OTHER CAMPUSES

While the majority (53%) of respondents who had taken DL classes elsewhere rates HCC’s DL classes as About the Same as those taken at other colleges, twice as many (31%) selected the Better at HCC response as selected the Better at other Colleges response (16%).

EXPERIENCED DL STUDENTS MORE SATISFIED THAN INEXPERIENCED DL STUDENTS

While over 20% of less experienced DL students would hesitate to recommend the DL class to a friend (Definitely or Probably Not Recommend to a Friend), all of the more experienced DL students (5 or more DL classes) would Definitely or Probably Recommend the Class to a Friend.
RESPONDENT COMMENTS

Respondents were asked to comment on several aspects of the DL Program, including:

♦ Praise, comments, suggestions, and proposed solutions
♦ Registration problems/proposed solutions
♦ Ability to learn via distance compared to traditional
♦ Delivery systems/technologies most and least useful
♦ Delivery system additions modifications to improve learning

MISCELLANEOUS COMMENTS

H.C.C. is a wonderful school, dedicated to serving our community. I really appreciate all the services and the dedication that the instructors have to us the students. I really enjoy and appreciate the online classes because I am a working individual that has a family to take care of.

Problems for non-UH Students

I had a very hard time being allowed to sign up for classes. I am a senior at Notre Dame who just wanted to take a few credits (in anything!!) and the system wouldn't let me sign up. I had to call back over and over again and explain that I should be given credit for English 100 because I have taken the Notre Dame English and am going to be a senior in college. All I was trying to sign up for in Hawaii was 100 and 200 level classes. the process to get overrides in the system was very poor and very frustrating. Finally I had to just drive to KCC and have a counselor do it for me. but even then there were system override problems regarding English. you guys gotta work on that. if a kid goes to a mainland college I am sure he has the community college English required skills.

BOOKSTORE

The bookstore had a fun and friendly staff. Ordering my books online at the bookstore and having them delivered was terrific. I received my order in just a few days. This service is very convenient for me since I live and work far away. The bookstore employees were very helpful in helping me to find the correct textbooks that I needed. ...
It was a little difficult to buy the correct textbooks for the class. I also tried to go into the HCC library, but I basically couldn't do anything there b/c you need a HCC ID card to access the different facilities (I am obviously not an HCC student). . . Bookstore is cramped from time to time (1st through 3rd months of instruction) keeping me and as told by other students to keep from going.
For another class (FAMR 230) that I took during this summer, the bookstore had only put NEW books in the Summer session area of that course, even though there were used ones in the regular school year section. I found this to be disturbing and was happy that I had discovered it before buying a NEW book unnecessarily. This is something that I gladly announce to my classmates the first night of class.

It took me a week to get my online account and the bookstore mailed me the wrong textbooks so I had to drive down there and exchange them.

PROCTORING SERVICES

It students are to take the exam at a proctor site, it is very necessary for the proctor center and the professor to communicate as a delivery method and destination for the exam. ... For the proctoring centers, they should list their hours and make sure that it is up to date. I had a big problem with that since they had changed their hours for summer and it was different from what was listed on the web.

The proctoring service at the HCC Manono Testing center were very kind and informative of the rules of taking the test. They provided me with a quiet and comfortable atmosphere setting where I was able to concentrate without any disturbances.

The proctoring service provided by the instructor was excellent.

ADMISSIONS

Admissions Office, always someone there to help and answer questions.

I received notice via phone that the course originally I was going to take was canceled. When I called the HCC administration office, the woman who I talked did not give me a right information. I needed to talk to MCC office person to find out the procedure. When Dr... Patterson tried to help me registere, some office person said that I did not have a Web CT account, give me a break. I had been with Web CT for more than four years. I did not feel comfortable with office people's professional knowledge and manner.

ACADEMIC COUNSELING

This is my first time attending college and being a much older student I have felt comfortable on the HCC campus. The counselor that assisted me was very knowledgeable and kind. student services was also very welcoming and friendly. all of my professors have been very helpful and understanding in my learning process. I have enjoyed every aspect of my college experience. I would recommend HCC to anyone who is interested in improving or changing their career goals and future.

I had seen a counselor but unfortunately she wasn't the engineering counselor. I asked her for guidance but all she said to me was did you read the hand book? I felt frustrated and left. .

I wish to be able to rely a little more on the counselor's help.

The academic counseling I received is the ONLY reason I will be receiving my degree. The counselors for HCC are amazing and extremely understanding. The academic counselors were excellent in my opinion.
On the plus side, this is the easiest school I have ever attended as far as registration and sign-up goes. I had no trouble whatsoever in deciding what classes I wanted to take and getting myself registered and getting set up.

I think that the registration process was kind of troublesome for students that are not in the UH system. ... The UH system could not use previous courses I have taken which require an Eng 100 prerequisite to show that I have passed Eng 100. As a result, I had to send in a transcript from the mainland college I attend.

No problems registering ... The class code(number) didn't work or wasn't activated at time of registration. ... I was initially registered in the same course (HIST 152-online), but through a different school. It just so happened that there was a couple sections offered for the class through the same school. Since both the sections were under-enrolled, they were canceled less than a week before the class was supposed to begin. Luckily, I was able to register for this class through HCC. I don't think that there should have been two of the same class available if under-enrollment was predicted. And if both had low-enrollment, then maybe they could have combined the classes together or worked with the other schools to ensure that the class would still be available for those who wanted to take the course.

I would suggest a "waiting list" for class registration. It would establish priority of those waiting to register in a class that is full. ... none ... I went to register and found out that I couldn't because my placement tests scores had not been put into the system. I went and talked to a counselor and it was fixed. ... none ... None ... No problems, bu! ... I did not have problems with this particular class but it is extremely difficult to find classes (especially in the summer semester) that are offered online or after 5:30 am.

Their was some initial confusion on how to register. The UH Center West Hawaii here on the Kona side of the big isle recommended that I finally call Honolulu Comm. College. ... I had a problem with paying for the class. ... NO PROBLEMS ... It took forever to get the front office to give me credit for English 100. I am going to be a senior at Notre Dame. I sent them my transcript and everything in plenty of time to sign up for the classes, and they were horrible at doing the override of the system. The front office kept telling the the override of the system was good and I could sign up for classes. But the system never worked. I didn't get to sign up for the classes I wanted because of this problem. I finally had to just have a counselor sign me up for a random 4 classes. ... I tried to register online, but it stated that there was a prerequisite error even though I had already fulfilled the prerequisite. There was a female worker at the registration desk that treated me like I was a child and didn't know what was going on. I really didn't appreciate and I wasn't at all giving her a hard time. Maybe she should watch the way she speaks to people because it may seem condescending. ... The registration for my case was particularly hard because my home campus was LCC, and therefore there were more problems with me registering. Once I got my prerequisite clearance, and TB clearance things got much simpler.
I liked this class because I could work at my own pace, which gave me a lot of freedom, especially in the summer. It was less stressful because I could work on my own pace, but also at times more stressful to remember to turn in assignments. Sometimes I couldn't remember if I turned in an assignment online and I had to recheck that I sent it. It was also quite challenging because I had to fend for myself more and use the resources available to me. I also had to figure out why my answers to different questions on the exam were wrong, because we weren't able to "go over" the tests in class. ... This class was a lot less stressful because I could work at my own pace. My professor was also very flexible with my pace of work and that made it very easy for me to complete my work at my best level. ... A little more difficult to learn the equipment than in a classroom setting. However, what can you expect? I still would recommend this class. ... It was harder and more challenging. ... I liked this format better. It forces you to read the book and watch the classes on TV. ... I noticed that a traditional face-to-face class, is always beneficial to me as a student, however this course was well organized and provided the equal benefits to that of a traditional class. ... it's not as stressful, and it gives the opportunity to repeat or re-read something that you might not of understood the first time. But the purpose of these classes I thought were to be flexible, but I felt as though if I did not check my computer everyday I would miss something, it would be nice if they were set up more like classes that meet 3x a week. Because if I have to be at my computer everyday - it put constraints on my time for work, family etc. I might as well enroll in an on campus class ... It can get frustrating, but if you stick to the material and go with the flow then everything is all right. ... It is definitely something that you need to make time for whereas in a face to face class it is mandatory for you to go or you'll miss covered material. For people who have tight schedules, classes like this one that is on-line makes it easier to fit school into your buys schedule so that you can accomplish things. ... Being organized and motivated makes learning much easier. Learning online is great because you don't have to be in class at a specific time; you work at your own pace and study at a time that's convenient for you. ... Learning online is great for those who live and work far away. You don't have to sit in class at a specified time, so studying could be done at whatever time that was convenient for me. Being organized and motivated makes it easier to learn online. ... Online is o.k., tele is a true challenge ... Listening to a recorded tape was helpful in that I could rewind if I needed to listen to something again. It was stressful, and sometimes frustrating, in not getting feedback from tests right away. ... It was very efficient. I got my grades back in a timely manner and it was nice to take all the time that I need to figure out what was going on. There were times when it was challenging to understand the material, and not be able to explain the problem in an e-mail because of something I was looking at. ... I think that Professor Patterson made my online class experience a very excellent one, which is why I took two of his classes. Online class and face-to-face is like the same except we don't have to sit in a lecture. ... It was challenging in the sense that you don't have one-on-one time or face to face contact with any of the other students or the professor. If something goes wrong with the computer or Internet, then you would be in a bind and unable to prove that you did the assignments. It's usually more difficult for me to learn in an online setting rather than in-class. I prefer to take notes and listen to lectures. When there is an assigned time and day to meet for class, then I am forced to attend and do the work. It was easier for me to do the online class b/c I was also taking another course through UH which was not a distant learning course. Timewise, everything worked out better for me. ... Workload is much more demanding but challenging. I feel that I got what I paid for which was an enriching experience. The on-line class enabled me to take my time and think about my reactions towards other student's thoughts and ideas instead of being asked to come up with a response on the spot in a traditional setting. ... I find it more accommodating to my daily schedule. ... If the teacher is dedicated and puts his/her best foot forward in the willingness to teach, it is less stressful and rewarding. As I am about to complete this course, I found this course very stressful, frustrating and NOT EFFICIENT because of the professor's lack of the dedication...
and the lack of responsibility to satisfy every student to some degree. ... An on-line class
requires dedication and self-motivation. In a traditional class, there's a teacher who
sometimes reminds you of assignments or at least classmates who do. I also like the fact that
if I wanted to complete my assignments before they are due, I have the freedom to do so. ... I
find that taking an online class is less stressful for me because I prefer not to be around so
many people. ... must be discipline to do readings and homework. ... Taking a class online is
more challenging to me, due to the fact that its a lot of reading, and when you have questions
its a long process to get the answer. Instead of raising your hand in class, you have to submit
an e-mail, and wait a day. ... Challenging because you don't see your classmates and if you
need help its harder to get together with someone to study with. ... Same. ... it was not a
problem. my professors laid out the assignments very well. you just have to do the work just
like in real (in classroom) school ... for me as an individual, I have a very difficult time
learning online. this class would be excellent for those who thrive in this learning
environment, as for myself, I need interaction with professors and peers alike to maximize my
learning. ... I thought it was difficult doing a drafting class on line . For other classes it is
awk and because it was online you really couldn't ask questions especially if you had a hard
time verbalizing a problem with a drawing ... think it would be better for my to be in a
classroom. with a one on one with a teacher. ... More challenging in that I knew that
content would be online for weeks, which translated into my approaching the material far
behind schedule. Whereas in a face to face environment one recognizes that said material
will be presented on a given day and only that day. ... About the same degree of difficulty.
Actually took longer to go through lecture notes but then, we didn't have to take notes either.
... Distance education is good. For busy working adults like me this is a convenient way for
me. ... Online is a little confusing but if you read the material over and over eventually you
will understand it. ... different. ... it is more stressful to do work online because no one is
there to guide you ... more frustrating than the face-to-face method ... In the class room you
have a better opportunity to get help from the person teaching the class. On-line it's difficult
to be shown what you're doing wrong, verses in the class room you can see what you're doing
wrong while it's being explained. ... stressful and frustrating. ... THE MATERIAL
PRESENTED WAS VERY CLEAR ... MY ENTIRE EXPERIENCE WITH THIS DISTANCE
EDUCATION WAS POSITIVE. THE WHOLE CONCEPT OF BEING ABLE TO "GO TO
SCHOOL" IN THE COMFORT OF HOME, IS AS GOOD AS IT CAN GET. THERE IS NO
DOWNSIDE TO THIS. ... personally, I am a hands on girl. I learn better in a conventional
class. I loved the online aspect because you did your work at your own pace, but you tend to
put things off till the last minute. I need the discipline. ... A bit more challenging but more
efficient and less stressful. I enjoyed it more because it was on my time, which is important
because of household responsibilities as well as work. ... It got difficult once I got to chapters
9 and 10. ... I had no problem learning this material on-line. Professor Pine's teaching
technique was very organized and he explained each step so it was coherent. He gave us a lot
of opportunity for questions and feedback. ... At times it was challenging when other students
did not provide feedback although asked. Most of the time it was Prof... Pine. Just wish the
students were more interactive. ... Less stressful, less commute time (big bonus). Very
efficient because all notes were available. It was both intriguing and challenging! ... easier
because you study and do your work when you feel like it ... I have a sense of
self-accomplishment because although there was web lectures, I felt I was teaching myself
sort of. ... I think that I learn exactly as much from both types of classes because the online
professors also take their time (most of the times) and give extra information other than
written in the textbook. ... Very flexible. ... This learning was easy to absorb online because I
have a natural interest in this subject. Any other subject not of genuine interest I would need
a face to face class. ... I have found it to be more challenging because of the less time spent
with class lectures. ... It is pretty simple... The same as GOING to the class, but the only
thing is that you need to pace yourself and really focus. ... You can go at your own pace. One
on One understanding is still helpful through e-mail, too! ... I loved it. This is my first time to
take a class online. It was less stressful because I can read the material at night after my kids
go to bed so I can concentrate. There was a lot of reading but I feel that I learned as much
as if I was in a traditional face-to-face class or maybe more. ... It is probably more work, but
I think you learn more in the traditional style. ... I think that an on-line class is much harder
than a traditional class because it demands a great deal of discipline on the student's part. I
just kept running out of time because I had many things to do and did not set a specific time
during the week for this on-line class. ... One needs to have a great self-discipline in order to
not fall behind. I like on line classes also because it makes my life easier. Taking on line
classes is very convenient! ... I prefer taking the traditional "face-to-face" type of classes
because I can interact with students and with the instructor right then and there and work
with them as much as I need to to better understand any material I'm having problems with.
It's the opportunity I have to interact right away and be able to move on rather then waiting
for responses to my questions by e-mail or on the discussion boards. However, Mr... Pine was
very prompt with responses and made every effort to meet the needs of his students, so I
wouldn't mind taking another D.E. course as long as the instructor is willing to make as
much effort as Mr... Pine has. He's amazing. If I didn't have so much to deal with as far as
my personal life, I would've gotten an " A " in this class because he provided all the
necessary tools needed for his students to really understand the material. The only other
problem I have with D.E. courses is reading the material online. For me, it's easier to review
notes taken during lecture and to get hand-out's rather then trying to decide which material I
should print out from my online course(s). There's a lot of material covered and links that go
along with them for D.E. courses and I'm the type of person who likes to have material in
front of me to flip through and highlight, etc ... instead of having to go back and forth online.
So, I end up printing a lot of the material out just to read through and understand them
thoroughly but don't really need them after that. After I'm done with the class, I have tons of
papers to sift through and/or throw away. ... I really enjoy online classes because I allows me
to work and have time for school. It also save me a bunch of money for gas. I really don't
need the fact to face class, but that's just me. ... I was challenging and I would only
recommend it to individuals who are highly motivated and able to budget their time
carefully. I did have some excellent face to face discussion with Prof... Edmondson
throughout the course of the summer. These helped to enrich the class even further. ... Very
efficient considering gas prices. Also very much to the point. ... Efficient because I could do
everything on my time. ... More challenging because it was difficult at times to have my
questions answered since the teacher was not present like he/she usually is during a class on
campus. ... It depends on the teacher. But it pretty much is efficient. ... I tend to read more
when I am not in a class room. In class rooms I take advantage of the instructors lectures
and that's all. Online classes I work harder and is more independent. ... FAIRLY EASY BUT
I NEED TO STUDY TO RETAIN SOME OF THE MATERIAL. ... Not a problem. I read the
textbook and take notes on my own anyway at real school. ... I felt that an online/telecourse
class was more difficult than I had anticipated. Although it seemed like a good idea at first, I
found it to be very challenging. I work and take care of two boys during the day and when
it's time for me to study at night, I'd be exhausted already and would fall asleep during the
program. Although it may seem more convenient to take an online class, it would've worked
out better for me to take a tuesday-Thursday class (if available). ... It's more challenging
because I procrastinated too much, and there isn't that interaction with the class or professor
making it more difficult to learn. It's easier when we can just freely ask questions. ... The
material was not difficult. I would say it was the workload that was just overwhelming. ... I
could learn the material better but since he needed a way to rate our progress we had so
much work to do that I didn't have time to digest any of the material since I was so busy
working on the paper part of it. ... I think that I'm able to learn more material in a traditional
face-to-face class for numerous reasons. Normally, there is more time to learn the material
as well as being able to ask questions and communicate face-to-face. ... It seem like in
traditional class setting with Professor Edmondson as he was always there to answer
questions. It can be as efficient as your In class setting. ... More frustrating because there
was so much extra work in order to make up points that would traditionally be received
in lecture that I didn't have much time to study the material.
MOST USEFUL DELIVERY SYSTEMS/TECHNOLOGIES

E-mail! ... E-MAIL! ... myuhportal ... The written format of the programs. ... websites that helped understand different topics more. ... feedback from instructor. ... Internet. ... Being able to record the programs was very helpful and having the transcripts online was even more helpful. ... The discussions were probably the most helpful to me b/c it helped me to read what other students thought about the material. It was difficult to know if I was even on the right track with what I was thinking after reading the material. So, going back and reading the discussion posts that my class and my professor had was helpful to me. ... E-mail from the Professor was reliable as most queries were satisfied immediately. ... Podcast, live chat. ... lecture note from Dr. Patterson. ... Having my own personal P.C. and printer to print/receive assignments. ... When the drawing information was online and I didn’t need to use my book. ... online class notes and discussion board ... none. ... n/a ... The message boards were helpful and useful. ... e-mail and Mr. Pine's Phil 110 website ... The most useful delivery system was the message board/forum that enabled me to interact with my classmates and my instructor. It was very efficient. ... Also, the online text was great because the text was included with the cost of tuition. ... Class site. ... e-mail ... The class webtext was the most useful to me because I could understand it better than the textbook plus it has additional interesting websites. ... The HCC web server was quite reliable, being only down once that I was aware of. ... The on line lecture notes from the teacher and the forum discussions. ... Everything. ... Television, Internet and telephone. ... Cable TV and high speed Internet. ... Bulletin board and e-mail. ... The online site and UH's campus site as well. ... yes very useful. ... Webcct helped a lot and made things easier. My other online class did not use webcct and confused me a lot. ... Faxing sees easy ... WEBCT E-MAIL ... The WebCT was very helpful. Everything was right there. I never needed to print any assignments or anything because they were all right on WebCT and I was able to access them whenever I wanted ... webct was very useful and easy to follow. ... The frequent emails from the professor was the most helpful. I'm glad he did such a good job of keeping in touch. ... Watching the videos about different cultures. ... Using our bulletin board as well as private mail came in handy. ... WEBCT ... The webpage and private mail system. I could use it from work or home to get in contact with my teacher.

LEAST USEFUL DELIVERY SYSTEMS/TECHNOLOGIES

WEB CT ... television ... I didn't especially like just reading the notes. I liked when there was a podcast for me to listen to at the same time. I like to take in the information in as many different forms as possible, so reading, hearing, and writing was a great way for me to learn what was necessary. But there were also times when I didn't have enough time or patience to listen to the whole thing, so in that way, it was nice to have it all written out all the time. ... The chat room but I can't fault the Professor because of his difficulty of finding time and/or being a computer with a reliable Internet connection. ... Snail-mail. Trying to mail 4 drawings by the deadline...or traveling from Kapolei to Honolulu to deliver homework. ... Everything was useful. ...... Maps. ... PDF files ... mailing was kind of hectic .... I didn't use the bulletin board. ... Reading the textbook. ... The class calendar.

DELIVERY SYSTEMS THAT COULD BE ADDED TO ENHANCE LEARNING

A "read" response that could be sent to the student when the teacher opened an e-mail from me. It would help the teacher save time because he wouldn't have to reply to each e-mail, but at the same time I knew that the teacher received my work. ... The e-mail system was very
sufficient. I would like a shorter turn around to know what I got in the lessons, if possible at all. I would like that to know if I am doing things right as I go along. .... It would be better to narrow down the contents of the course, update the course to match the book and maybe just go to an online format ... Maybe some mandatory chat times, which I know is difficult with the different schedules for all the students. Or maybe a running chat room that is on all the time, where it saves conversations from those in the past and still allows them to see and respond in their own time. Kind of like the discussions, but something where it is mandatory to report in the discussion at least twice maybe, at two different times. This would give other students a chance to respond to what they had to say and then they could read those and write another response (rather than just read a few comments and write responses, and never look at it again). ...... online chat sessions ... nothing, just have a in class course rather than a web course. Especially for this course. ... interactive/live chat with teacher ... ... Perhaps Internet access to lessons. I did miss one lesson and was unable to obtain it from the library in the time that I needed it, though I still managed without it. It would be nice to be able to download lessons for computer viewing and reference. Maybe I should get DKr. ... All of the delivery systems/technologies were excellent for this Anth 200 class. The only thing that could be improved, however I'm not sure if it is related to this, is a newer version of the Faces of Culture series in the TV presentation. .... Exams given online. .... maybe there could be study guides posted online. .... Possibly a more active discussion board or something of that sort. ... The videos about different cultures. ... I think that the online class is perfect the way it is. ... You could make the e-mail more user friendly, one e-mail box rather than one for each class and a separate one for the school, I had too many to check each time when I just wanted to see updates.

CONCLUSION

These HCC Distance Learning students gave relatively high marks to their instructors, the classes, delivery systems, and support systems.

They did, however, not an array of specific concerns/problems that should be reviewed, addressed, modified to further improve the quality of the College’s Distance Learning Program.

These findings can be used as a baseline from which progress can be measured. A similar study should be conducted in the Spring or Summer of 2007 to determine if this assessment resulted in modifications that increase student satisfaction with the program.