Distance Education Meeting  
Wednesday, February 3  2:30 – 3:50


I. Updates

A) Schedule

Lianne highlighted the deadlines for schedule submissions, making clear the need for early notification of DE course scheduling, in particular for Cable courses since these have to go through the system for Olelo scheduling. Once information is compiled – Lianne inputs course information into the system website.

If any changes need to be made – faculty should always work through the Division Chairs. Division Chairs are responsible for making sure necessary information is provided to Lianne, especially regarding cancelled classes. The best policy is to inform Lianne and cc Division Chair.

DE Scheduling Deadlines

Deadlines for Cable Courses to be input onto UH system website:
Fall semester – 3rd Friday in Spring
Spring semester – 3rd Friday in Fall
Summer – 3rd Friday in December

Deadline for Summer/Fall 2011 Online Courses:
January 31, 2011 – following HCC’s timeline for 1st draft due date

After the deadline, Lianne inputs the courses onto the UH system website and check with HCC secretaries for consistency.

If there are any changes, division chairs notify Lianne so she can update the UH system website.

Lianne also announced that she printed out copies of each instructional faculty’s website information as posted on the UH system Distance Learning website. All faculty are asked to review and let Lianne know necessary changes, especially in terms of
prerequisites and contact information. Some information is outdated. Those faculty not in attendance will receive this in their mailbox. A sample of the kind of information that should be indicated was provided. This is a necessary review to ensure accuracy.

B) DERB

Cynthia announced that the DERB this year is working with revised guidelines posted up on the DE website. The committee members are currently reviewing 11 applications for new DE courses for Summer and Fall. Once this go-round of review is completed, a list of all approved DE courses will be posted up on the intranet for ready reference.

C) DE WEBSITE

Cynthia announced that the internal intranet site for DE has been simplified in style and is being updated. There will be additional sites with links to Webinar providers that frequently present sessions related to DE. Folks should keep checking those to take advantage of free webinars they find useful.

All faculty, staff and administrators are asked to make suggestions for additional information or resources to include on this site, including forwarding on information that would be of use to others. All should contribute to make this site a useful, continually updated resource site for DE instruction and support.

D) Test Proctoring

Hanwell provided information regarding testing. He reminded folks of the information sent out from the HCC Testing Center at the start of the semester with testing hours, requirements and two system documents - testing policies and procedures and the testing request form. Hard copies are available at the Testing Center.

He alerted faculty to the problem that surfaced at Kapiolani CC last fall during finals period. The center was swamped; the average wait time for students during finals period was 3 to 4 hours to get in to take an exam. HCC Testing Center was requested to take on overflow students to help last semester and we should expect the same issue this year. Instructors might want to let their students know that they should come to HCC, or another CC, to take exams rather than go to KCC.

Hanwell also reiterated that WCC testing center has difficulties ensuring it can make multiple hard copies due to lack of staff, lack of copier and lack of funding. This year there should be necessary staff. However, the site remains dependent on donations from other departments (e.g. paper).

It is important to realize that not all testing centers are the same, and not all have necessary budgets.
The question was raised as to whether DE instructors could give exams a week earlier; however this might raise problems if students complain. It was also discussed that Administrators (such as Dean Kam) and HCC testing center folks have worked hard to try to address problems as they emerge in support of faculty and students.

II. Tutoring for DE students

Primary focus for the day was to find out what is going on in terms of support for DE students. There is a website on the public internet site of the DE program with listed information for DE students specifically related to what support services are available and contact information.

Summaries were provided by those providing tutoring services for DE students.

Native Hawaiian Center/First Year Experience
Ina, as the First Year Experience Coordinator (FYE) for the Native Hawaiian Center, shared regarding efforts to provide online tutoring for Philosophy 110 students online. The tool used was Elluminate (which enables use of chat room, shared whiteboard, camera and audio links). While only one student requested tutoring in this way, lessons were learned and the following issues were discussed.

* One issue in using this kind of technology is that students do not always have necessary equipment *or* technical skills. The student in this case did not have audio/visual capabilities. Just relying on typing (e.g. chat) and the whiteboard proved difficult, had to also use the phone to have more effective communication. Bottom line, while some students have very high end technology and skills, others do not.

* The FYE pilot used a bamboo board which enabled use of writing (rather than a mouse), making use of whiteboard much more effective; students can also use these through the FYE program.

* If the microphone can be used, Elluminate can capture the session for student to review later.

* Enabling student access to necessary technology will be key; relying on the phone is not always possible (e.g. limited number of phones for tutors.) Adequate communication is critical and technology used must ensure this.

* The use of the shared whiteboard enables the tutor to *show* work, demonstrate examples, share websites etc.

* The plan is to provide refresher course for tutors and offer online tutoring for expanded number of classes including Math 24, Eng., Chem 100. DE instructors who are teaching classes where there will be tutoring available will be contacted directly to let them know. Most requested class for tutoring is Phil 110.
* Tutoring is available for all students, not just Native Hawaiian or FYE students.

* The question was asked as to how faculty provide direct tutoring. Phone is used; AOL Instant Messenger is also used.

Jonathan Wong: Provided background regarding grant funding for Elluminate. Goal is to use this technology for both DE classes *as well as* DE support. Can be used to expand delivery options as well as for online tutoring, online advising. Benefits are that Elluminate enables sharing of applications and visual demonstrations of work with students via distance. The technology challenge that not all students have minimum equip or capabilities is one that can be addressed. Equipment could be required (prices are reasonable these days). Students could use computers on campus. Modern versions of computers have microphones and cameras, though those experienced with students’ computers such as Library report that computer capabilities run the gamut from old to new.

For those in support services who might want to try to use Elluminate as outreach for support services, there are the possibility of workshops.

The Elluminate grant runs out in September so College will have to decide about future use and support.

Questions were asked –

Q. Does online tutoring require appointment and being ‘invited’ in?
A. For Phil 110 tutoring – a link to a session is sent to students based on their request.

Q. Can there be drop in times? Or can there be a persistent, ongoing link for whoever wants to come?
A. This is possible but don’t want tutors just hanging around esp. if have face to face students to attend to. Also, it is better to have archived records of specific sessions (for protection of tutors if there are student complaints; or for students to have as a resource to review.) If there is a broad, open group session, individual students and tutors then go to separate chat room session which is not recorded.

A. Another option is to have specific session during open time like office hours. However, this is hard for a tutor to work out if there are multiple students that show up.

As the tutoring efforts are expanded this semester, ways to outline protocol and procedures can be developed.

CSC
Brett explained the role of the College Skills Center (CSC), providing a hand out listing services rendered by the CSC. CSC offers tutoring for wide range of subjects and specific classes. There is online tutoring provided through Elluminate – but only a limited number of students seem to be interested at this point; this limited use of online tutoring is not just at HCC, other institutions finding the same thing. In part, this appears to be due to reluctance by DE instructors to use/refer students to tutoring services because instructors are providing one on one help themselves. May not be a lot of usage but it is still important to provide distance tutoring options.

Brett seconded many of the points made by Ina, including range in students’ technological abilities. Use of Elluminate sessions are being handled by Ed Specialists to work out processes and protocols. It is key to train distance tutors, as there is a different skills set required than face to face tutoring. Brett is researching Best Practices for online tutoring; there is some work being done to develop standards. It was emphasized that there needs to be more sharing of tutoring efforts, experiences and successful practices across campus. CSC will be letting DE faculty know what tutoring CSC is provided and will share Best Practices as these are found. One goal is to work on sharing and writing practices that work. All groups on campus that are tutoring should be communicating and sharing data. It is good to have different tutoring support settings to give students options, but all should be communicating amongst each other, in particular there needs to be sharing of data – to better evaluate student success of the combined efforts of campus support services providers.

Charles conveyed that review of data from CSC indicates that the busiest face to face period is during regular work hours (8 – 5). CSC has instituted a system to capture CRN information for students being service, so instructors should be letting CSC know Distance CRNS to facilitate better communication with instructors. This would enable tutors to better know what to be tutoring, how to help. CSC has developed a computerized log in system to better record student use of CSS tutoring. It seems to be far more effective in registering student contacts with tutors.

CSC is doing writing center for all student writing; this support can be available for distance students

**PRIDE:** Pualana outlined the services being offered by the PRIDE program, including outlining funding source, the mission of this project, and the criteria for students to use services. She also outlined the wide range of services PRIDE provides, including tutoring, workshops, peer advising, and loans of computers. There are a set number of students that can be accepted into PRIDE and they must be a ‘resident’ student. At this point, services are not extended to distance students but will be looking at this possibility. Could be expanding access esp. if they are loaning computers to students who might use it as DE students.

**III. Student Services for DE students**
Several student services representatives were in attendance and shared how they are helping DE students.

**Library:** Stefanie Sasaki shared how the Library directly supports distance students. There is a Library website specifically dedicated to information for DE students and faculty. She informed the group that the Library has subscription resources including over 40,000 eBooks; to use, students only need to log in. There are also extensive periodical databases, as well as subscription to Films on Demand for students to access. This collection includes feature films, films of things like Shakespeare plays as well as demonstration videos (e.g. interview techniques). Stefanie works to ensure facilitate Library support for students from off-campus locations as well (e.g. Hickam). She is working on the use of Elluminate to provide services. Faculty can be proactive to make sure students are aware of library resources. Library information, e.g. the website, Stefanie as DE Librarian point person including email address, should be in the syllabus. The Library has lots of electronic resources, the key is making it more visible to DE students.

One issue to be aware of is firewall barriers for students on military bases and governmental offices. Faculty should be aware they may need to help student trouble shoot of they cannot access Library services; will need to do from home and will need to know their student ID number

It was clarified that having Cable courses on discs for check out is very helpful, but should be more systematic, consistent policies for use across UH system Libraries. Currently, Libraries have their own individual check out policies.

Point was also made that Cable courses are increasingly available on Video on Demand so there is an alternative method of accessing missed classes.

It was noted that the Library dedicated DE website is a good model that other academic and student support services might want to emulate.

**Counseling:** Maggie shared that counselors are better able to serve distance students due to increased access to long distance connection. Other support offices representatives indicated they would like long distance access as well to better serve distance students.

It was estimated that 1/3 of the students Liberal Arts counselors serve are distance students. Many are on other campuses or on the mainland. Communication relies on use of emails, faxes and the phone, as well as referring students to information posted online. To provide transfer advising, now using STAR and reliance on online access to this will be increasingly important. There is also increasing emphasis on New Student Orientation outreach and they are working on making it available to DE students.

Faculty will have to help to get the word out to students of these tools and advising services available to them; Counseling will work on how to facilitate this. In particular,
there is a current effort to increase student awareness of STAR; using this (students must have user name and password), they can access updated version of graduation checklist, as well as see which of their classes apply to degrees and programs on other UH campuses.)

Maggie volunteered to be a point of reference for DE students seeking counseling help, directing students as needed to appropriate counselors.

Maggie observed that HCC faculty were commended by students. However, there is the underlying issue that some students still have a misperception that a DE class will be *easier* than face to face class.

As more Student Services/Counseling information is identified that needs to be made available to DE students, will put on the Student Support Services Website. Student services folks can use DE mail list to get information out as well.

**Mental Health Counselor:** Kimberley Gallant, the campus's licensed social worker. explained all the ways she serves students including individual counseling and consultation with faculty concerned with students exhibiting indication of crises, multiple stressors etc.. She emphasized that faculty referrals are key, whenever they are concerned. DE instructors who receive student emails that concern them (e.g. suicidal indications) should let her know and she will follow up. Kimberley indicated that can and will help regarding referrals of distance students. Depending on situation, she does ask for students to see here, or she pursues other methods of outreach and follow up including, if necessary, working with other community support groups (e.g. on neighbor island). Any faculty with students they are concerned about should contact Kimberley.

**Financial Aid:** Janinne from Financial Aid communicated that all key FA information is posted on the web. There is a significant number of DE students utilizing financial aid, students located at a number of sites including on the mainland. One issue that needs to be addressed regarding DE students on financial aid is ensuring timely reports regarding attendance and progress. Unclear how some faculty are establishing this (e.g. when are students contacting or engaging in the course – last assignment? Last exam? What about courses where students can submit all work just at the end of the semester?) It is very problematic to determine requisite ‘attendance’ and participation if there are no deadlines until the end of the semester. Jannine will work with DE coordinators to outline some standard criteria of how to evaluate student ‘attendance’ to try to standardize.

Jannine emphasized that the policy is that students only get FA from one campus, their Home camps. Only rarely are there exceptions at HCC where students get help from HCC though not the home campus.

One instructor indicated that Laulima will *record* student hits and interactions (including number of times logging in and looking at the site). Instructors can use this to
determine student ‘attendance’ and engagement in the course. This is a tool that has to be turned on to use.

Question was raised regarding completion rates of DE vs other students? (Cynthia will find out).

**Career Counseling:** Silvan explained the services provided by the Career Employment Center. Carol Kagimoto is responsible for addressing queries about employment opportunities on or off campus for students for whom HCC is home campus. Students can access this data base online. Any students having troubles with this can contact Carol. If HCC is not their home campus, they need to work through their home campus office.

Career counseling has several online tools to help students, including diagnostic tools. There is also help given with creation of resumes. Links to these will all be included on the DE Student Services site. If they have problems, the office will provide assistance over the phone.

**IV. Final Announcements**

Student Support folks were alerted that this semester, will be revising the DE program survey to include more questions about student needs and how these are being met. They will be asked to provide input into the creation of that survey.

Lianne emphasized that anyone wants to be on DE list serve – to stay in the loop on activities, or to use to send out information to DE providers, should contact her to be added.

*(Information from Wayne)*

Wayne was not able to come but provided the following information to be included in the meeting. He provided updates about agreements on processes reached by campus Disabilities Access providers:

1. The campus that is the home campus for a DE student will pay for related academic accommodations.

2. ACCESS offices will *not* require students to duplicate the documentation of their condition at each institution. Once this is completed at the home campus, certification of accommodation needs will be relayed to disability coordinators on other campuses where the student is taking classes, via memo from the home campus disabilities support office to the host campus disabilities officers. The disability coordinator at the other campuses hosting a class taken by the student will then inform the DE instructors of the student’s accommodation needs.