Distance Education at Kapiolani Community College

Introduction

This report draws on data from both the Closing the Loop Study, administered in October-November 2016, and the Distance Education Faculty Survey, administered in November-December 2016, to produce a comprehensive portrait of the current state of distance education at Kapiolani Community College. For Fall 2016, the campus offered a total of 162 online courses and enrolled 2,774 students. Of the home-base students enrolled only in DE courses, 37 of them were full-time, and 492 were part-time.

The Closing the Loop Study was a campus-wide survey of faculty and staff.  The purpose of the Closing the Loop Study was to gain insight into the campus climate from the perspective of Kapiolani faculty and staff.

The Distance Education (DE) Faculty Survey was the product of collaboration by the Faculty Senate Distance Education Committee and the Center for Excellence in Learning, Teaching, and Technology (CELTT) in furtherance of the Kapiolani Community College Campus Technology Plan. The purpose of the survey was to receive feedback from DE faculty that will aid in developing the vision, policies, programs, and services needed to better serve both DE faculty and DE students.


Methods

The Closing the Loop Study contained 47 items of multiple forms (ranking, check all that apply, yes/no). Results of this survey were compared to results of 2012, when the survey was last administered.  This comparison was facilitated by adding weighted values to answer choices.

The Distance Education Faculty Survey was administered via the Chancellor's Office and consisted of 31 questions. These questions underwent several drafts, drawing on feedback from various departments to ensure clear wording and that questions captured the relevant constructs the survey intended to address. The survey was built using Survey Monkey and distributed via email to 149 DE faculty. The survey was administered from November 15 to December 15, 2016, with emailed reminders sent out periodically: Dec. 1, Dec. 5, Dec. 7, Dec. 12, and Dec. 14. Of 149 possible participants, 56 responded, resulting in a response rate of 37.6%.  Although 37.6% is lower than hoped for, it is suggested that for online surveys, 33% is the average response rate (Nulty, 2008). Further, it is suggested that for a sample of 150, a response rate of 15% is the bare minimum required; however, these figures are "liberal" estimations (Nulty, 2008). Thus, the following results should be taken with the caveat that the respondents' answers may not be representative of the DE faculty as a whole.

Summary of Results

*General Information*

As of fall 2016, 33.67% of respondent faculty have taught a DE course within the past three years (Closing the Loop Study 2016). Of those respondents, most were satisfied with their equipment support (Closing the Loop Study 2016). The results of the DE Faculty Survey suggest that most of the respondents choose to teach DE courses in order to meet the unique learning styles of their students (Question 2), and most rely on laptops or desktops in running DE courses (Question 3). Finally, Laulima was identified as the most used digital resource as indicated by 96.43% of the respondents (Question 13), and 44.23% of faculty respondents reported 7 or more contact hours with students every week (Question 24).

*Student & Course Success*

Results from the DE Survey suggest that respondent faculty believe smaller class sizes would contribute to greater student success, with 47.50% of respondents ranking smaller class size as the most important issue (Question 7). Minimum Math and English Placement Tests/Scores was second most popular, with 32.56% of respondents ranking minimum scores as most important for student success (Question 7). Further, time management skills are perceived as the most important skill required for success in DE courses (Question 4). Respondents also indicated that time for development is the major barrier to implementation of DE courses, with 51.22% of respondents ranking time as the most significant barrier (Question 11).

*Practices*

Results suggest that timely responses to students, regular announcements, and email reminders are most effective practices (Question 15). Student feedback, whether during the course or via eCAFE, was suggested to be most helpful in faculty evaluation of their courses (Question 17). Common orientation practices include clear instructions on how to begin and how to contact the instructor, clear and thorough syllabus, and clear explanation of grading policy (Question 14).

*DE Course Evaluation*

The majority of respondents agreed or strongly agreed that the college should have a standardized process for approving DE courses (Question 19), as well as a standardized process for evaluating DE courses for rigor and quality (Questions 20-21). Further, most respondents agreed (41.82%) or strongly agreed (25.45%) that the college should review how it currently evaluates DE faculty teaching effectiveness (Question 22).

*Training*

Of the DE faculty respondents, 75% have received formal training in DE (Question 31), and of those who received training, 46.3% received a certification (Question 33).

References

Nulty, Duncan D. (2008). The adequacy of response rates to online and paper surveys: what can be done? *Assessment & Evaluation in Higher Education* 33(3), 301-314.

*Closing the Loop Survey: Relevant Questions*

| Question 13: Have you taught a distance delivery class (e.g., completely online, cable TV, off-site) since Fall 2011? (III.B.) | | |
|---|---|---|
| | **2012** | **2016** |
| Yes | 75 | 67 |
| | 33.94% | 33.67% |
| No | 146 | 132 |
| | 66.06% | 66.33% |
| **Total** | 221 | 199 |

| Question 14:  If "Yes" to the question above, rate the support for your equipment needs in the distance delivered classes that you have taught? If "No", please skip. (III.B.) | | |
|---|---|---|
| | **2012** | **2016** |
| Very Satisfied (+2) | 27 | 16 |
| | 35.53% | 23.53% |
| Somewhat Satisfied (+1) | 26 | 24 |
| | 34.21% | 35.29% |
| Neither Satisfied or dissatisfied (0) | 12 | 11 |
| | 15.79% | 16.18% |
| Somewhat dissatisfied (-1) | 11 | 11 |
| | 14.47% | 16.18% |
| Very dissatisfied (-2) | 0 | 6 |
| | 0% | 8.82% |
| **Total Number of Responses Collected** | 76 | 68 |
| **Calculated Assigned Value** | 69 | 33 |
| **Maximum Assigned Value Possible** | 152 | 136 |
| **% Assigned Value** | 45.39% | 48.53% |

*DE Survey Questions*

| Question 1: Including the sections you are currently teaching (or will be teaching in Spring 2017), how many sections of completely online classes have you taught in the UH system? |
|---|

| | |
|---|---|
| 1-5 | 16 28.57% |
| 6-10 | 7 12.50% |
| 11-19 | 8 14.29% |
| 20 or more | 25 44.64% |
| **Total Responses** | 56 |

| Question 2: The reasons you teach DE courses: | |
|---|---|
| **To meet the needs and learning styles of students** | |
| 1 | 33 61.11% |
| 2 | 10 18.52% |
| 3 | 4 7.41% |
| 4 | 4 7.41% |
| 5 | 0 0.00% |
| 6 | 3 6.12% |
| **Total Responses** | 54 |
| | |
| **To increase class enrollment** | |
| 1 | 4 8.16% |
| 2 | 11 22.45% |
| 3 | 9 18.37% |
| 4 | 8 16.33% |
| 5 | 14 28.57% |
| 6 | 3 6.12% |
| **Total Responses** | 49 |

| To fit my personal schedule and responsibilities | |
|---|---|
| 1 | 4<br>8.16% |
| 2 | 11<br>22.45% |
| 3 | 7<br>14.29% |
| 4 | 12<br>24.49% |
| 5 | 13<br>26.53% |
| 6 | 2<br>4.08% |
| **Total Responses** | 49 |

| To challenge myself to teach with technology and media | |
|---|---|
| 1 | 2<br>3.85% |
| 2 | 8<br>15.38% |
| 3 | 19<br>36.54% |
| 4 | 11<br>21.15% |
| 5 | 8<br>15.28% |
| 6 | 4<br>7.69% |
| **Total Responses** | 52 |

| My course fits the online delivery mode | |
|---|---|
| 1 | 4<br>8.00% |
| 2 | 10<br>20.00% |
| 3 | 12<br>24.00% |
| 4 | 13<br>26.00% |
| 5 | 9<br>18.00% |

| 6 | 2 |
| --- | --- |
| | 4.00% |
| **Total Responses** | 50 |
| | |
| **I had no choice** | |
| 1 | 8 |
| | 17.02% |
| 2 | 1 |
| | 2.13% |
| 3 | 0 |
| | 0.00% |
| 4 | 1 |
| | 2.13% |
| 5 | 3 |
| | 6.38% |
| 6 | 34 |
| | 72.34% |
| **Total Responses** | 47 |

| **Question 3: The devices you use to teach online:** | |
| --- | --- |
| **Tablet** | |
| 1 | 2 |
| | 5.00% |
| 2 | 3 |
| | 7.50% |
| 3 | 18 |
| | 45.00% |
| 4 | 12 |
| | 30.00% |
| 5 | 3 |
| | 7.50% |
| 6 | 2 |
| | 5.00% |
| **Total Responses** | 40 |
| | |
| **Smartphone** | |
| 1 | 0 |
| | 0.00% |
| 2 | 4 |
| | 10.53% |

| | |
|---|---|
| 3 | 14 |
| | 36.84% |
| 4 | 12 |
| | 31.58% |
| 5 | 7 |
| | 18.42% |
| 6 | 1 |
| | 2.63% |
| **Total Responses** | 38 |
| | |
| **Desktop** | |
| 1 | 20 |
| | 44.44% |
| 2 | 16 |
| | 35.56% |
| 3 | 2 |
| | 4.44% |
| 4 | 3 |
| | 6.67% |
| 5 | 3 |
| | 6.67% |
| 6 | 1 |
| | 2.22% |
| **Total Responses** | 45 |
| | |
| **Laptop** | |
| 1 | 31 |
| | 58.49% |
| 2 | 19 |
| | 35.85% |
| 3 | 0 |
| | 0.00% |
| 4 | 1 |
| | 1.89% |
| 5 | 1 |
| | 1.89% |
| 6 | 1 |
| | 1.89% |
| **Total Responses** | 53 |
| | |
| **Webcam** | |
| 1 | 0 |

| | |
|---|---|
| | 0.00% |
| 2 | 6 |
| | 17.14% |
| 3 | 5 |
| | 14.29% |
| 4 | 5 |
| | 14.29% |
| 5 | 13 |
| | 37.14% |
| 6 | 6 |
| | 17.14% |
| **Total Responses** | 35 |
| | |
| **Other** | |
| 1 | 1 |
| | 3.13% |
| 2 | 1 |
| | 3.13% |
| 3 | 2 |
| | 6.25% |
| 4 | 2 |
| | 6.25% |
| 5 | 4 |
| | 12.50% |
| 6 | 22 |
| | 68.75% |
| **Total Responses** | 32 |

| | |
|---|---|
| **Question 4: The skills that students need to develop for improved success in your DE course(s):** | |
| **Technology Skills** | |
| 1 | 12 |
| | 24.49% |
| 2 | 7 |
| | 14.29% |
| 3 | 6 |
| | 12.24% |
| 4 | 6 |
| | 12.24% |
| 5 | 8 |
| | 16.33% |

| | |
|---|---|
| 6 | 10 |
| | 20.41% |
| **Total Responses** | 49 |
| | |
| **Reading Skills** | |
| 1 | 5 |
| | 9.62% |
| 2 | 12 |
| | 23.08% |
| 3 | 10 |
| | 19.23% |
| 4 | 13 |
| | 25.00% |
| 5 | 7 |
| | 13.46% |
| 6 | 5 |
| | 9.62% |
| **Total Responses** | 52 |
| | |
| **Writing Skills** | |
| 1 | 2 |
| | 4.08% |
| 2 | 5 |
| | 10.20% |
| 3 | 10 |
| | 20.41% |
| 4 | 10 |
| | 20.41% |
| 5 | 13 |
| | 26.53% |
| 6 | 9 |
| | 18.37% |
| **Total Responses** | 49 |
| | |
| **Time Management Skills** | |
| 1 | 22 |
| | 41.51% |
| 2 | 16 |
| | 30.19% |
| 3 | 7 |
| | 13.21% |
| 4 | 3 |

| | |
|---|---|
| | 5.66% |
| 5 | 2 |
| | 3.77% |
| 6 | 3 |
| | 5.66% |
| **Total Responses** | 53 |
| | |
| **Study Skills** | |
| 1 | 9 |
| | 16.98% |
| 2 | 10 |
| | 18.87% |
| 3 | 9 |
| | 16.98% |
| 4 | 10 |
| | 18.87% |
| 5 | 12 |
| | 22.64% |
| 6 | 3 |
| | 5.66% |
| **Total Responses** | 53 |
| | |
| **Problem Solving Skills** | |
| 1 | 4 |
| | 8.00% |
| 2 | 4 |
| | 8.00% |
| 3 | 8 |
| | 16.00% |
| 4 | 9 |
| | 18.00% |
| 5 | 7 |
| | 14.00% |
| 6 | 18 |
| | 36.00% |
| **Total Responses** | 50 |

| | |
|---|---|
| **Question 5: The resources that students need for improved success in your DE course(s):** | |
| **Orientation to DE Technology** | |
| 1 | 13 |

|  |  |
|---|---|
|  | 27.08% |
| 2 | 8 |
|  | 16.67% |
| 3 | 12 |
|  | 25.00% |
| 4 | 10 |
|  | 20.83% |
| 5 | 5 |
|  | 10.42% |
| 6 | 0 |
|  | 0.00% |
| **Total Responses** | 48 |
|  |  |
| **High Speed Internet** |  |
| 1 | 12 |
|  | 25.53% |
| 2 | 12 |
|  | 25.53% |
| 3 | 10 |
|  | 21.28% |
| 4 | 4 |
|  | 8.51% |
| 5 | 4 |
|  | 8.51% |
| 6 | 5 |
|  | 10.64% |
| **Total Responses** | 47 |
|  |  |
| **Home Computer Access** |  |
| 1 | 13 |
|  | 26.53% |
| 2 | 12 |
|  | 24.49% |
| 3 | 7 |
|  | 14.29% |
| 4 | 6 |
|  | 12.24% |
| 5 | 8 |
|  | 16.33% |
| 6 | 3 |
|  | 6.12% |
| **Total Responses** | 49 |

| Opportunities for Face-to-Face | |
|---|---|
| 1 | 3 |
| | 6.82% |
| 2 | 3 |
| | 6.82% |
| 3 | 6 |
| | 13.64% |
| 4 | 5 |
| | 11.36% |
| 5 | 5 |
| | 11.36% |
| 6 | 22 |
| | 50.00% |
| **Total Responses** | 44 |
| | |
| **Technical Support** | |
| 1 | 2 |
| | 4.65% |
| 2 | 6 |
| | 13.95% |
| 3 | 3 |
| | 6.98% |
| 4 | 17 |
| | 39.53% |
| 5 | 11 |
| | 25.58% |
| 6 | 4 |
| | 9.30% |
| **Total Responses** | 43 |
| | |
| **Student and Academic Support Services (Advising, Disability, Tutoring)** | |
| 1 | 8 |
| | 17.39% |
| 2 | 7 |
| | 15.22% |
| 3 | 8 |
| | 17.39% |
| 4 | 4 |
| | 8.70% |
| 5 | 11 |

| | 23.91% |
|---|---|
| 6 | 8 |
| | 17.39% |
| **Total Responses** | 46 |

| **Question 6: If there are additional resources you would find helpful that were not listed in the previous question, please list below. Otherwise, please skip** |
|---|
| Mobile devices: smartphone, tablet (e.g., iPad). Software to edit and create videos (e.g., Camtasia Studio) for class projects. |
| adopt Blackboard and dismiss Sakai. Blackboard is the standard for online learning |
| #1 is misleading . . . I think students need some initial phone/Skype conference to be able to answer questions they have, and sometimes I need to reach students. Current information on a student taking DE should be current and up to date. Students need a course in Google Docs/Drive/Etc. before the above. |
| 1) Faculty are only allowed one computer (or tablet). For DE, it will be helpful to have both media to use. 2) Convert to faculty approval only. Students should be required to take the online test (which should be updated) for submission. Afterwards, some students self-select whether they are ready for an online class. 3) DE students should be dropped after the first week of non-attendance. |
| I rate "home computer access" so low, only because that need could be met by mobile internet access. |
| Students should have Office 365 Student/Teacher edition, which Microsoft offers for free to students and teachers with a valid high school or college email address. |
| Better preparation on requirements and style of DE course. So many students sign up thinking that a DE course will be less work than a face-to-face. But a good DE course should not eliminate the 3 hour face-to-face time but substitute in an online environment. Although in their defense, many seem to have taken courses that required minimal work. So, when they take mine they are surprised. |
| more testing center hours |
| Some type of placement test that checks student suitability for online classes. |
| I think a better system than Laulima would be helpful :) Its a bit clunky so I have to use multiple resources to teach the course to the of my ability. |
| A standard DE orientation workshop administered online would help manage student expectations. |
| Opportunities to interact with other online teachers, especially those teaching in a similar discipline. |

| Question 7: The DE issues that should be addressed to support greater student success in your DE course(s): | |
|---|---|
| **Minimum Math/English Placement/Test Scores** | |
| 1 | 14 32.56% |
| 2 | 11 25.58% |
| 3 | 9 20.93% |
| 4 | 5 11.63% |
| 5 | 2 4.65% |
| 6 | 2 4.65% |
| **Total Responses** | 43 |
| | |
| **Minimum GPA** | |
| 1 | 1 2.78% |
| 2 | 4 11.11% |
| 3 | 10 27.78% |
| 4 | 11 30.56% |
| 5 | 7 19.44% |
| 6 | 3 8.33% |
| **Total Responses** | 36 |
| | |
| **Smaller DE Class Size** | |
| 1 | 19 47.50% |
| 2 | 4 10.00% |
| 3 | 3 7.50% |
| 4 | 4 |

|  |  |
|---|---|
|  | 10.00% |
| 5 | 4 |
|  | 10.00% |
| 6 | 6 |
|  | 15.00% |
| **Total Responses** | 40 |
|  |  |
| **Required Self-Assessment and Practice Opportunities** | |
| 1 | 11 |
|  | 25.00% |
| 2 | 15 |
|  | 34.09% |
| 3 | 6 |
|  | 13.64% |
| 4 | 5 |
|  | 11.36% |
| 5 | 6 |
|  | 13.64% |
| 6 | 1 |
|  | 2.27% |
| **Total Responses** | 44 |
|  |  |
| **Verification of Student Identity** | |
| 1 | 4 |
|  | 10.26$ |
| 2 | 4 |
|  | 10.26% |
| 3 | 9 |
|  | 23.08% |
| 4 | 8 |
|  | 20.51% |
| 5 | 7 |
|  | 17.95% |
| 6 | 7 |
|  | 17.95% |
| **Total Responses** | 39 |
|  |  |
| **Quality Assurance for Transfer Courses** | |
| 1 | 1 |
|  | 2.56% |
| 2 | 6 |
|  | 15.38% |

| | |
|---|---|
| 3 | 2<br>5.13% |
| 4 | 3<br>7.69% |
| 5 | 10<br>25.64% |
| 6 | 17<br>43.59% |
| **Total Responses** | 39 |

| **Question 8: If there are additional issues you would find helpful that were not listed in the previous question, please list below. Otherwise, please skip.** |
|---|
| Most ACC classes are already set at 20-25 max enrollment. |
| Actually, none of the 6. The critical issue is lack of a model that's suitable for online learning. |
| Provide a quasi face to face using illuminate from blackboard |
| Poorly worded question-DE students need access, reading skills, study skills, online management skills, etc. |
| ESL students should only take online courses if they are advanced. I find they often take DE to avoid interaction because they are insecure about their English speaking skills; yet, they need that interaction and struggle most in online classes. Higher GPA students who are independent and disciplined should be encouraged to take online courses. I also think students who take the courses online need counseling about time management since most are parents and/or multiple jobs. |
| Prior DE class experience |
| DE students should be dropped for non-attendance after the first week. There are many "no shows" and I feel that seat is wasted. Other more motivated students would have had the chance to succeed in my DE course. Also, if the college's goal is to get the student's tuition, then this shouldn't count towards "success rate." |
| Automatic disenrollment for DE students who enroll but do not participate during first 2 weeks of the course. |
| Plagiarism checker |
| Abusive online students. |
| Verification of student identity should not be left to instructor, but should be required. Our department requires proctored exams. I hear from students that this is unusual. All online students should have to verify their work at some point. |
| student self-responsibility is everything, rest is largely irrelevant |
| ability to self teach |

| |
|---|
| Mandatory Skype or Face-to-Face introduction with instructor at start of course. The ability to drop students who don't show up on your roster after a certain number of weeks. Unnecessary communication and trying to track students down is time-consuming and ineffective. |
| Increased support for ESL learners |
| Support services offered online and easy to access. |

| **Question 9: Other resources or services that may help you to facilitate DE courses more effectively:** | |
|---|---|
| **A website with how-to and other information** | |
| 1 | 22 |
| | 55.00% |
| 2 | 7 |
| | 17.50% |
| 3 | 4 |
| | 10.00% |
| 4 | 5 |
| | 12.50% |
| 5 | 1 |
| | 2.50% |
| 6 | 1 |
| | 2.50% |
| **Total Responses** | 40 |
| | |
| **A blog to inform of the latest DE news and information** | |
| 1 | 3 |
| | 7.69% |
| 2 | 9 |
| | 23.08% |
| 3 | 11 |
| | 28.21% |
| 4 | 5 |
| | 12.82% |
| 5 | 6 |
| | 15.38% |
| 6 | 5 |
| | 12.82% |
| **Total Responses** | 39 |
| | |
| **Social media to push DE news and information** | |
| 1 | 2 |

| | |
|---|---|
| | 5.41% |
| 2 | 4 |
| | 10.81% |
| 3 | 10 |
| | 27.03% |
| 4 | 5 |
| | 13.51% |
| 5 | 3 |
| | 8.11% |
| 6 | 13 |
| | 35.14% |
| **Total Responses** | 37 |
| | |
| **Regular meetings with other DE faculty** | |
| 1 | 6 |
| | 16.22% |
| 2 | 7 |
| | 18.92% |
| 3 | 4 |
| | 10.81% |
| 4 | 7 |
| | 18.92% |
| 5 | 8 |
| | 21.62% |
| 6 | 5 |
| | 13.51% |
| **Total Responses** | 37 |
| | |
| **Regular meetings with a CELTT staff member** | |
| 1 | 10 |
| | 26.32% |
| 2 | 7 |
| | 18.42% |
| 3 | 0 |
| | 0.00% |
| 4 | 6 |
| | 15.79% |
| 5 | 7 |
| | 18.42% |
| 6 | 8 |
| | 21.05% |
| **Total Responses** | 38 |

| Peer mentoring by a more experienced DE faculty | |
|---|---|
| 1 | 5 12.20% |
| 2 | 9 21.95% |
| 3 | 9 21.95% |
| 4 | 8 19.51% |
| 5 | 8 19.51% |
| 6 | 2 4.88% |
| **Total Responses** | 41 |

| **Question 10: If there are additional resources you would find helpful that were not listed in the previous question, please list below. Otherwise, please skip.** |
|---|
| Actually, none of the above. To succeed, our online courses need a different model. |
| Those who teach DE really need the UH systems to provide laptops. In 12 years teaching online/hybrid, I have burned through (4) four of my own computers. There should be compensation for Internet services too or a discount to UHPA members. I also think the UH system should pay to have online classes converted over to marketable and appealing or slick looking courses by a professional to help teachers and be competitive since it takes a lot of time to design a course curriculum but even longer to make it look sharp and appealing. The video-based courses are the best through USC, UCLA, etc. I cannot afford to flip my class content and my partner is a filmmaker. That should say a lot since I have access to someone knowledgeable and I cannot afford it because time, cost, etc. My summer breaks would be the only time I could work on a project that size and scope. I need help. I also do not have web design experience but have plans to take the UH badge courses this Spring to be vetted. |
| Other DE faculty statewide in the same department should get together and share techniques that succeeded and failed. What may work for one faculty may work for another faculty. Just the sharing would be important. |
| Stick with one software for a while. Since I began teaching online just six years ago, I was taught to use Dreamweaver, which is far to difficult for faculty to master and then SoftChalk, which we no longer subscribed to. Now, it is Screen-cast-o-matic and PowToons. This has meant a huge amount of time and money to update my class with each new program. |

| | |
|---|---|
| ALL DE FACULTY SHOULD BE PROVIDED WITH NECESSARY SOFTWARE (I.E. CAMETASIA) AND HIGH POWERED LAPTOPS (REPLACED REGULARLY). Sorry it is in caps, but wow, this is such a big deal and not a policy. | |
| require peer evaluation of all online classes, by far the most effective method of improving and ensuring quality | |
| CELT knowledgeable staff that are readily available for for F2F or online immediate assistance | |
| Workshops to introduce helpful technologies, but these are already being offered by CELTT. | |

**Question 11: The factors that present barriers to the implementation of effective DE offerings at Kapiolani CC:**

| Technology Infrastructure | |
|---|---|
| 1 | 10 26.32% |
| 2 | 9 23.68% |
| 3 | 3 7.89% |
| 4 | 5 13.16% |
| 5 | 9 23.68% |
| 6 | 2 5.26% |
| **Total Responses** | 38 |

| Technical Support for Students | |
|---|---|
| 1 | 6 16.67% |
| 2 | 3 8.33% |
| 3 | 9 25.00% |
| 4 | 5 13.89% |
| 5 | 7 19.44% |
| 6 | 6 16.67% |
| **Total Responses** | 36 |

| Technical Training/Support for Faculty | |
|---|---|
| 1 | 2<br>5.41% |
| 2 | 8<br>21.62% |
| 3 | 7<br>18.92% |
| 4 | 14<br>37.84% |
| 5 | 4<br>10.81% |
| 6 | 2<br>5.41% |
| **Total Responses** | 37 |
| | |
| **Pedagogical Training** | |
| 1 | 4<br>10.26% |
| 2 | 4<br>10.26% |
| 3 | 8<br>20.51% |
| 4 | 6<br>15.28% |
| 5 | 10<br>25.64% |
| 6 | 7<br>17.95% |
| **Total Responses** | 39 |
| | |
| **Time for Development** | |
| 1 | 21<br>51.22% |
| 2 | 8<br>19.51% |
| 3 | 5<br>12.20% |
| 4 | 3<br>7.32% |
| 5 | 2<br>4.88% |

| 6 | 2 |
| | 4.88% |
| **Total Responses** | 41 |
| | |
| **Number of On-Campus Instructional Technology Development Staff** | |
| 1 | 2 |
| | 5.41% |
| 2 | 5 |
| | 13.51% |
| 3 | 5 |
| | 13.51% |
| 4 | 4 |
| | 10.81% |
| 5 | 5 |
| | 13.51% |
| 6 | 16 |
| | 43.24% |
| **Total Responses** | 37 |

| **Question 12: If there are additional factors you would find helpful that were not listed in the previous question, please list below. Otherwise, please skip.** |
|---|
| Expanded in-person testing facilities. Inter-campus requirement for coordination of ID/in-person requirements. |
| The greatest barrier is the inertia that comes from being bogged down in practices that are carryovers from F2F instruction. |
| See above. I recommend the students help produce the video content for faculty that provide the script and materials. Really utilize ACM and West Oahu film and animation programs. Or the web and graphic design students. |
| Laulima has too many glitches. |
| no barriers |
| Training for students (readiness) |
| See comment above. |
| first evalute classes to ID issues, then address with above |
| For my particular program having limited labs and times with required software is a limitation for student success. IF they own a computer and are willing to buy the software then they may get more out of the class. |
| budget and purchase process is ridiculous |

| Question 13: What digital resources are used in your DE course(s)? Check all that apply. | |
|---|---|
| Laulima | 54<br>96.43% |
| Blackboard Collaborate | 6<br>10.71% |
| SoftChalk | 5<br>8.93% |
| YouTube | 39<br>69.64% |
| Publisher Website/ Course Supplement | 34<br>60.71% |
| eBooks | 30<br>53.57% |
| OER Books and Resources | 13<br>23.21% |
| Google Apps | 26<br>46.43% |
| Dreamweaver | 7<br>12.50% |
| Camtasia or Screencast-o-matic | 18<br>32.14% |
| **Total Responses** | 56 |

| Question 14: What course orientation practices have you found to be effective in DE courses? Check all that apply. | |
|---|---|
| Clear instructions on how to begin and how to contact the instructor | 53<br>98.15% |
| Providing self-assessment or a guide to online learning | 21<br>38.89% |
| A video course tour | 18<br>33.33% |
| A clear and thorough syllabus | 51<br>94.44% |
| A clear explanation of grading policy | 47<br>87.04% |
| **Total Responses** | 54 |

| Question 15: What communication practices have you found to be effective in DE courses? Check all that apply. | |
|---|---|
| Timely response to communication from students | 54 |
| | 96.43% |
| Online office hours using BBC, Skype, or Google Hangouts | 16 |
| | 28.57% |
| Synchronous class meetings via Blackboard Collaborate or similar | 5 |
| | 8.93% |
| Timely, frequent, and individualized feedback on all student work | 45 |
| | 80.36% |
| Regular announcements | 46 |
| | 82.14% |
| Regular email reminders of learning activities and due dates | 45 |
| | 80.36% |
| A regular and individual check-in to offer assistance | 25 |
| | 42.86% |
| **Total Responses** | 56 |

| Question 16: What teaching and learning principles/practices have you found to be effective in DE courses? | |
|---|---|
| Stating clear learning objectives for each module and for the course | 45 |
| | 80.36% |
| Organization of course into modules or units | 48 |
| | 85.71% |
| Use of online resources (links to websites, PDFs, articles, etc.) | 51 |
| | 91.07% |
| Use of instructional videos | 34 |
| | 60.71% |
| Use of interactive learning modules | 21 |
| | 37.50% |
| Use of innovative web tools or concepts (gamification, flashcards, social media, etc.) | 15 |
| | 26.79% |
| Assign projects based on applied learning, which assess learning outcomes and verify identity | 23 |
| | 41.07% |
| **Total Responses** | 56 |

| Question 17: What evaluation methods and practices have you found to be effective in your DE courses? Check all that apply. | |
|---|---|
| Inviting student feedback throughout the semester | 35 64.81% |
| Using eCAFE data to improve the course | 35 64.81% |
| A peer evaluation by an experienced online faculty | 23 42.59% |
| **Total Responses** | 54 |

| Question 18: On a scale of 1 to 5, with 1 being well-integrated and 5 being not integrated at all, please indicate for each the extent to which the following policies are addressed in your DE course development | |
|---|---|
| **ADA Accessibility Compliance** | |
| 1 | 12 22.64% |
| 2 | 10 18.87% |
| 3 | 11 20.75% |
| 4 | 9 16.98% |
| 5 | 11 20.75% |
| **Total Responses** | 53 |
| | |
| **UH Policy on Quality & Standards in Distance Learning Instruction** | |
| 1 | 12 23.08% |
| 2 | 13 25.00% |
| 3 | 6 11.54% |
| 4 | 11 21.15% |
| 5 | 10 19.23% |
| **Total Responses** | 52 |

| ACCJC Definition of Distance Education vs. Correspondence Education | |
|---|---|
| 1 | 8 |
| | 15.69% |
| 2 | 9 |
| | 17.65% |
| 3 | 12 |
| | 23.53% |
| 4 | 10 |
| | 19.61% |
| 5 | 12 |
| | 23.53% |
| **Total Responses** | 51 |
| | |
| **Higher Education Opportunity Act Regarding Student Authentication** | |
| 1 | 9 |
| | 17.31% |
| 2 | 10 |
| | 19.23% |
| 3 | 14 |
| | 26.92% |
| 4 | 6 |
| | 11.54% |
| 5 | 13 |
| | 25.00% |
| **Total Responses** | 52 |
| | |
| **FERPA Privacy on Student Work** | |
| 1 | 13 |
| | 26.00% |
| 2 | 14 |
| | 28.00% |
| 3 | 9 |
| | 18.00% |
| 4 | 4 |
| | 8.00% |
| 5 | 10 |
| | 20.00% |
| **Total Responses** | 50 |

| Question 19: The college should have a standardized process for approving DE courses | |
|---|---|
| Strongly agree | 10 17.86% |
| Agree | 19 33.93% |
| Neutral | 18 32.14% |
| Disagree | 5 8.93% |
| Strongly disagree | 4 714% |
| **Total Responses** | 56 |

| Question 20: The college should have a standardized process for evaluating DE courses for rigor. | |
|---|---|
| Strongly agree | 10 17.86% |
| Agree | 20 35.71% |
| Neutral | 16 28.57% |
| Disagree | 6 10.71% |
| Strongly disagree | 4 7.14% |
| **Total Responses** | 56 |

| Question 21: The college should have a standardized process for evaluating DE courses for quality. | |
|---|---|
| Strongly agree | 9 16.07% |
| Agree | 27 48.21% |
| Neutral | 13 23.21% |
| Disagree | 5 8.93% |
| Strongly disagree | 2 3.57% |

| Total Responses | 56 |
|---|---|

| **Question 22: The college should review how it currently evaluates DE faculty teaching effectiveness.** | |
|---|---|
| Strongly agree | 14 25.45% |
| Agree | 23 41.82% |
| Neutral | 16 29.09% |
| Disagree | 2 3.64% |
| Strongly disagree | 0 0.00% |
| **Total Responses** | 55 |

| **Question 23: Have you contacted CELTT in the past year? If so, check all reasons that apply. If not, please skip.** | |
|---|---|
| DE course design/redesign | 18 42.86% |
| DE course review | 8 19.05% |
| Consultation for pedagogical or technology ideas | 20 47.62% |
| To troubleshoot a technology issue | 34 80.95% |
| Attended a workshop | 26 61.90% |
| Other | 5 11.90% |
| **Total Responses** | 42 |

| **Question 24: On average, how many hours per week are you in contact with your DE students?** | |
|---|---|
| 1-2 | 5 9.62% |
| 3-4 | 12 23.08% |
| 5-6 | 12 |

| | 23.08% |
|---|---|
| 7 or more | 23 |
| | 44.23% |
| **Total Responses** | 52 |

| Question 25: I regularly assess and evaluate student work to determine satisfactory progress in my DE course | |
|---|---|
| Strongly agree | 39 |
| | 69.64% |
| Agree | 13 |
| | 23.21% |
| Neutral | 3 |
| | 5.36% |
| Disagree | 0 |
| | 0.00% |
| Strongly disagree | 1 |
| | 1.79% |
| **Total Responses** | 56 |

| Question 26: Stated student learning outcomes are the same in DE and face-to-face courses. | |
|---|---|
| Yes | 47 |
| | 83.93% |
| No | 1 |
| | 1.79% |
| I don't know/Not sure | 8 |
| | 14.29% |
| **Total Responses** | 56 |

| Question 27: I have compared student learning outcomes in the same DE and face-to-face courses. | |
|---|---|
| Yes | 41 |
| | 73.21% |
| No | 8 |
| | 14.29% |
| I don't know/Not sure | 7 |
| | 12.50% |
| **Total Responses** | 56 |

| Question 28: My DE students are taking this DE course to satisfy a program requirement. | |
|---|---|
| Yes | 49 |
| | 87.50% |
| No | 4 |
| | 7.14% |
| I don't know/Not sure | 3 |
| | 5.36% |
| **Total Responses** | 56 |

| Question 29: My DE students have access to quality student services. | |
|---|---|
| Strongly agree | 9 |
| | 16.67% |
| Agree | 26 |
| | 48.15% |
| Neutral | 16 |
| | 29.63% |
| Disagree | 2 |
| | 3.70% |
| Strongly disagree | 1 |
| | 1.85% |
| **Total Responses** | 54 |

| Question 30: My DE students have access to quality academic support services. | |
|---|---|
| Strongly agree | 9 |
| | 16.67% |
| Agree | 24 |
| | 44.44% |
| Neutral | 15 |
| | 27.78% |
| Disagree | 4 |
| | 7.41% |
| Strongly disagree | 2 |
| | 3.70% |
| **Total Responses** | 54 |

| Question 31: I have had formal training in DE instruction. | |
|---|---|
| Yes | 42 |
| | 75.00% |
| No | 14 |
| | 25.00% |
| **Total Responses** | 56 |

| Question 32: If your answer to previous question was "Yes", please check all that apply. If your answer was "No," please skip this question. | |
|---|---|
| Kapiolani CC's Teaching Online Prep Program (TOPP) | 13 |
| | 30.95% |
| Leeward CC"s Teaching Online program(s) | 7 |
| | 16.67% |
| Graduate Level Coursework in Educational Technology | 10 |
| | 23.81% |
| On-Campus Workshops | 24 |
| | 57.14% |
| Conference Attendance | 12 |
| | 28.57% |
| One-to-One Meetings with a CELTT Staff Member | 20 |
| | 47.62% |
| Other Online/Web-Based Training (please specify) | 11 |
| | 26.19% |
| **Total Responses** | 42 |

| Question 33: I received a DE certification as a result of this training. | |
|---|---|
| Yes | 25 |
| | 46.30% |
| No | 14 |
| | 25.93% |
| N/A | 15 |
| | 27.78% |
| **Total Responses** | 54 |

**Question 34: Please tell us how you get support when you have questions about using Laulima or other instructional technology. Check all that apply.**

| | |
|---|---|
| Laulima Help | 35 |
| | 63.64% |
| ITS Request Assistance | 28 |
| | 50.91% |
| Submit a CELTT Support Ticket | 19 |
| | 34.55% |
| Call or Email a CELTT Support Staff | 29 |
| | 52.73% |
| Other DE Faculty | 24 |
| | 43.64% |
| My Family or Student | 3 |
| | 5.45% |
| Other (please specify) | 6 |
| | 10.91% |
| **Total Responses** | 55 |

**Question 35: If you are no longer teaching DE, what are your reasons? Check all that apply. (If question does not apply to you, please skip.)**

| | |
|---|---|
| Someone else is teaching the course | 0 |
| | 0.00% |
| My course was not well suited to DE | 0 |
| | 0.00% |
| My students were struggling (technology, subject content etc.) | 0 |
| | 0.00% |
| I didn't enjoy teaching DE | 1 |
| | 33.33% |
| Students prefer traditional classrooms over DE | 0 |
| | 0.00% |
| Other (please specify) | 2 |
| | 66.67% |
| **Total Responses** | 3 |

**Question 36: What additional training would you like to see offered at KCC?**

| |
|---|
| Additional offerings of workshops on Laulima or other tech tools, I am not always available due to my teaching schedule. They always fall on a Wednesday or Tuesday when I am the most busy. |
| Rather than "training," I'd like to be able to get the resources and help I need to design my own unique online courses -- rather than help in conforming to "official" structures. |
| Sharing ideas, strategies, pedagogy, etc. |
| Question #19 is interesting. I think it is hard to evaluate online courses on some level because they are not homogenous like face-to-face classes. They should be approved and vetted but I cannot say how yet. They are in great demand. To be more successful, I need help developing the course so it is easier and quicker for students to access materials to shorten the reading time but making the times they read valuable and a critical thinking process. Training, support, funding that afford that will help the DE courses most, I feel. Mahalo. |
| Periodic updates and workshops |
| This is not in regard to training, it is just a comment about the survey. I found the ranking of the items 1 through 6 to be unhelpful. Sometimes I felt the items had equal weight in terms of their importance. The format from #13 on was more useful. |
| How-to "specific topic" workshops by experienced DE faculty. Would be helpful to have this recorded so that we could use as a video resource for future and current DE instructors. |
| DE faculty would benefit from reviewing each other's DE courses and meeting more often to discuss DE methods. |
| How to create/upload You Tube clips as a means to provide students with course information. |
| I answered "no" to Qs 19 & 20 as I believe that any standardization should take place at the department level, not the college level. |
| Training for the students; more workshops on various options like gamification, etc. |
| tech updates / new technologies (tools, goodies) for use in the online classroom |
| Student training on their readiness to take an online course. |
| Training is less important than access to equipment, software, and release time. It is more effective to pay a faculty for release time to develop a course rather than to hire additional staff for training. I would love to update my DE course, but I need time and the software and equipment more than training. Most effective would be online training modules on how to use DE software ( most of these are already on youtube) and then provide faculty with 3-credits of release time to develop and/or update a DE class. |
| Would like to see more focus on preventing plagiarism and other cheating in DE courses. |

Contact

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