Distance Education Plan
2017-2020

UNIVERSITY *of* HAWAI'I®

KAPI'OLANI
COMMUNITY COLLEGE

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I. Executive Summary

In 2017, a group of faculty and the interim Distance Education (DE) coordinator organized a writing group to discuss issues related to DE. They formulated a DE plan for the campus by asking respective departments and personnel to articulate their role in promoting student success and faculty professional development and support. The DE plan is the culmination of their efforts to not only examine the history and current state of DE at Kapiʻolani Community College, but also provide a framework for the coordinated efforts that will drive the success of DE at the institution. Thus, this is both an operational plan—identifying for the first time the various campus departments and units involved in DE and articulating their roles—as well as visionary plan to ensure the success and growth of DE for both faculty and students. The hiring of the permanent DE coordinator who reports directly to the Chancellor and is charged with the task of implementing and assessing the success of the plan as well as ensuring Accrediting Commission for Junior and Community Colleges (ACCJC) compliance is a reflection of the campus' commitment to DE issues. Included at the end of the plan is an appendix that proposes the functional areas of collaboration for the incoming DE coordinator as well as a model for proposed functional operations (permanent coordination/liaisons) [Appendix A and B]. The plan embodies the motto of the institution, Kūlia I Ka Nuʻu ("to strive for the highest") as Kapiʻolani Community College works to offer the highest quality of class offerings and learning experience in DE.

II. Introduction

Discussion

Distance learning began at Kapiʻolani Community College (Kapiʻolani CC) in 1990 using the Hawaiʻi Interactive Television System (HITS), a closed circuit interactive television system that utilized microwave transmission to allow video and audio communication between all islands. With the advancement of the Internet and the adoption of the WebCT learning management system in 1998, followed by Laulima (Sakai) in 2007, instructors created online classes that primarily used the learning management system to deliver classes to learners who are physically separated from the instructors.

Over the years, faculty have steadily expanded their skills in online class-delivery technology and teaching. Student interest in DE classes has also increased as students appreciate the convenience and flexibility of online classes that remove many barriers to accessing higher education (e.g., restrictive class times, commuting, cost). In this spring semester alone there are 2,723 students enrolled in 157 DE classes out of a total of 6,700 students, for a percentage of 40.64% of the student body. Additionally, there are 2,001 home based students enrolled in DE classes out of a total of 6,229 home-based students, for a percentage of 32.12% indicating a great deal of outside interest for DE class offerings.

To restructure and revise their classes to fit in a DE format, faculty have attended professional development opportunities offered by the Center for Excellence in Learning, Teaching &

Technology (CELTT). Currently, individual campus departments and instructors determine DE classes offerings. However, the lack of consistency in design, navigation, and use of technology across classes has highlighted a need for an overall DE campus plan that supports both students and instructors. A 2017 report from the Office for Institutional Effectiveness (OFIE) analyzing data from the Annual Report of Program Data (ARPD) for Kapiʻolani CC suggests that students in DE classes are less likely to successfully complete classes and persist in programs from fall to spring than students in traditional face-to-face (F2F) classes, thereby negatively affecting the overall performance numbers for individual programs

Thus, there clearly is a need to address the educational challenges that DE students face. At the suggestion of the DE Committee, a standing committee of the Faculty Senate, a part-time interim DE Coordinator was assigned, with the expectation that there would be a full-time DE Coordinator by fall 2017. This Coordinator would be responsible for enacting policies to facilitate DE planning at the campus, increase student success in online classes, and improve the quality of classes offerings and student support. The DE Coordinator is also tasked with any system/campus/discipline DE-related issues including: developing, implementing, and evaluating articulation agreements for DE/CE programs; articulating the principles that apply to the transfer of credit from other DE/CE programs where articulation arrangements do not exist (Federal Regulations); and identifying principles that apply for the approval of granting credit for prior work experience (PLA--Prior Learning Assessment) in the institution's DE programs. All of these efforts collectively support the Mission Statement of Kapiʻolani CC by providing open access to higher education opportunities through DE to support student success through engagement, learning, and achievement.

Purpose

The purpose of this plan is to help online students and faculty by:

1. Developing a campus vision for supporting DE classes and services to serve the needs of students, and to help them reach their educational goals through online learning.

2. Continuing, expanding, and supporting professional development opportunities for current and prospective online faculty.

3. Including the various college stakeholders, including disciplines, departments, and services (e.g., counseling and the library) in the evaluation, planning, and implementation of DE.

4. Integrating DE (i.e., classes and support services) into Kapiʻolani CC's planning, decision-making, and budgeting processes.

5. Articulating Kapiʻolani CC's compliance to regulation citations [602.16(a)(1)(iv), (vi); 602.17(g); 668.38.] for accreditation. See the chart below:

Distance Education Evaluation Items	Evidence in the Document
The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.	See: Method of Delivery, page 9; Class Development page 17; DE Scheduling page 20.
The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.	See: Testing and Assessments page 21; Technical Support and Preparation page 32.
The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.	See: Technical Support and Preparation page 32; Infrastructure page. 34.
The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*	See: Introduction page 5; Method of Delivery page 9; DE Committee page 10; Issues Concerning Instructional Faculty page 12; Class Development page 17; DE Scheduling page 20; Testing and Assessments page 21; Library and Learning Resources page 22; Student Services page 24; Website page 32; Technical Support and Preparation page 32; Infrastructure page 34; Summary and Recommendations page 36.

As the first DE plan created by the faculty and staff at Kapiʻolani CC, this plan should be considered a "living document" whereby its progress and success is regularly assessed and the plan revised to meet the changing demands of technology, discipline and class modifications, and the needs of the students. The DE Coordinator should be continually evaluating the success and appropriateness of the plan and if need be revise the plan before the end of its implementation timeframe. This plan is expected to continually evolve as it is the first step in an ongoing process to improve DE as our affirmation of our commitment to our students, faculty, and staff at Kapiʻolani CC.

Timeline and Supportive Accountability

The following timeline is proposed as a rough guide for the implementation and assessment of the plan for future revisions. This timeline is tentative as this is the first time such a plan has been implemented on campus. However, a timeline is critical to ensure that the plan is implemented immediately and that accreditation standards are followed:

- Phase 1: Dissemination of the goals of the plan and the establishment of the groundwork to ensure that the plan can be carried out.
- Phase 2: Implementation of the plan.
- Phase 3: Assessment of the success of the plan.
- Phase 4: Revision of the plan for future cycles of implementation and assessment.

Ideally, each of the phases should occur within a year (sometimes less or sometimes more) to follow the next accreditation cycle. As the participation and commitment of the faculty in this process is critical to the success of the plan, the Faculty Senate Distance Education Committee (FSDEC) will have oversight over the sections that impact faculty, particularly teaching faculty issues and curriculum development. The FSDEC will develop a list of best practices and review the proposals of new DE classes and provide their recommendations to department chairs. Existing DE classes will be reviewed during the time of their five-year curriculum review. As members of the FSDEC regularly cycle off to serve on other committees, the DE Coordinator will be monitoring the process of DE class reviews to notify faculty when their class will need to be reviewed in the future. This review process is designed to provide supportive accountability to ensure a quality teaching experience for the faculty and a positive learning experience for students.

Additionally, the Library, CELTT, and the counselors will also be responsible for their respective sections and implementing their goals articulated in the plan. The DE Coordinator will facilitate conversations between these different groups, help to assess the achievement of these goals, and organize the next writing group to draft the future DE plan.

Responsibilities of the DE Coordinator

The DE Coordinator's role is to promote collaboration and teamwork by facilitating communication between the various campus entities at Kapiʻolani Community College. Within the DE plan are the responsibilities of the DE Coordinator to implement the vision of campus distance education to support students and faculty as well as to meet all applicable accreditation requirements. These duties include developing and implementing consensus-based policies and procedures for distance education. They are also responsible for planning, coordinating, implementing, and assessing strategies and best practices to ensure quality, integrity, and continuous improvement in online courses, programs, and student learning outcomes. The DE Coordinator will also disseminate and collaborate with campus stakeholders to ensure compliance with current federal, state, and UH system distance education policies, regulatory issues, and initiatives. Working with CELTT and the DE Faculty Senate Committee, they will recommend and advocate for research-based best practices in online teaching and learning and work collaboratively to create a campus infrastructure for distance education professional development, academic, technical, and student support. Additionally, they will develop and maintain constructive relationships with the administration, faculty, staff, students, UH System, University of Hawaiʻi Professional Assembly (UHPA), and others. Finally, the DE Coordinator will work with the Office for Institutional Effectiveness (OFIE) to regularly collect and analyze data to improve learning outcomes, student success, and support services as well as develop, manage, and assist with funding and grants in support of online learning. Using this data and the

feedback they will gather from implementing these plans, the DE Coordinator will also lead the writing of the next DE plan. The list of specific duties of the DE Coordinator are listed throughout the plan and can also be found in Appendix C. While CELTT will provide the necessary technological support for the plan, the DE Coordinator will be tasked with monitoring accountability to ensure the success of these various initiatives and plans.

III. Method of Delivery

Discussion

Citing the Higher Education Opportunity Act of 2008 that provides greater emphasis on Distance Education (DE) and Correspondence Education (CE), the ACCJC defines DE as follows:

"*...for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which* **supports regular and substantive interaction between the students and instructor**, *either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies."* Correspondence Education (CE) is differentiated by its characteristic in which "*Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student;* **Correspondence courses are typically self-paced; and, Correspondence education is not distance education.**"

ACCJC Guide to Evaluating and Improving Institutions

Currently no policy exists at the College to ensure that all DE classes satisfy the ACCJC definition of Distance Education: **that an online course includes regular and substantive interaction with the instructor, and initiated by the instructor.**

Definition

The College follows the definitions of instructional methods from the UH Executive Policy EP 6.208 and Banner Coding for Distance Education, Off-Site, and Technology Intensive Courses [Appendix D]:

Banner CODE	DESCRIPTION
DCO	**Distance-Completely Online** DCO courses are available to students at any location. These include all distance education courses for which the primary mode of delivery is through the use of personal computers or similar devices that may access online and offline technologies. DCO courses can apply synchronous and/or asynchronous approaches.
DIV	**Distance-Interactive Video** DIV refers to distance education courses offered via interactive television or videoconferencing systems to students in specifically equipped rooms at locations

	other than the offering campus. This includes HITS or H.323 (Polycom) courses to specific locations within Hawaiʻi or beyond.
DTV	**Distance-Cable TV (DTV)** DTV refers to distance education courses that are offered via Cable Television. These include situations in which a course is offered via Cable Television when specific students may be accommodated by having the course lectures transmitted to them on videotape or DVD.
HTI	**Hybrid-Technology Intensive** HTI courses make intensive use of online and offline technologies to such an extent that the schedule of class meetings is altered. The HTI designation may apply to campus-based course or to a distance learning course for which distant students can participate in scheduled meetings either off-site or via interactive video technologies.

Plan

1. The Faculty Senate Distance Education (FSDE) Committee will develop Essential Practices for Online Courses that includes a requirement that all new and existing DE (DCO, DIV, and DTV) classes are delivered through regular and substantive interaction with the instructor.
2. The FSDE Committee and the DE Coordinator will provide oversight and supportive accountability to the departments to review new DE (DCO, DIV, and DTV) classes before the class is scheduled, to ensure that the classes will provide regular and substantive interaction with the instructor.

IV. DE Committee

Discussion

The Faculty Senate Distance Education Committee (FSDEC) evolved out of a perceived need by Kapiʻolani CC faculty to address the concerns that some faculty raised in regards to quality and technology issues with offering online/distance classes and services. Initial efforts to organize and make recommendations for online/distance education class offerings date back to 2001 with the Kapiʻolani CC Information and Technology Emphasis (KITE). These efforts resulted in a best-practice listing for application of DE technology current at that time. Following, an Ad Hoc FSDEC committee was formed comprised of representatives from academic and operational departments across campus. This Ad Hoc committee became a formal standing committee of the FS in AY 2016-2017.

Over time, an increase in concerns and issues related to online/distance education became more of a priority. In early AY 2016-2017, the FSDEC submitted to the Faculty Senate two Action Requests (AR); for important organizational matters such as accreditation, accountability, and outcome measures for online/distance offerings provided by the school. The two AR's included:

1) The Chancellor's vision for online/distance education at Kapiʻolani CC ([FS AR #1617002](); [Interim Chancellor's Response to the FS Resolution 09022016-2]()) and

2) Hiring of a DE Coordinator ([FS AR #1617003](); [Interim Chancellor's Response to the FS Resolution 09022016-3](); Position Description Recommendation) [Appendix E].

In AY 2016-2017, with consultation and with recommendations made by the FSDEC, the Interim Chancellor drafted an initial [vision statement for the practice of distance education for Kapiʻolani CC](). Subsequently, the FSDEC has taken a larger role in the oversight of DE-related concerns and practice at Kapiʻolani CC.

Mission

The mission of the Kapiʻolani Community College (Kapiʻolani CC) Faculty Senate Distance Education Committee (FSDEC) is to:

- Represent the faculty senate in all matters concerning online, distance and/or hybrid class initiatives.
- On behalf of faculty, recommend policy and procedures to Kapiʻolani CC campus governing bodies, to include (but not limited to): Library, CELTT, OFIE, OCET and campus Authorized Governance Organizations.
- Liaise with Faculty Senate and its standing committees on issues of concern:
    - Admission, Academic Standards and Graduation
    - Budget
    - Curriculum
    - Elections (constitutional issues)
    - Evaluation
    - Faculty Student Relations
    - Professional Rights and Responsibilities
    - Student Learning Outcomes and Assessment
    - Sustainability
- Work closely with the individual(s) in the role of DE Coordinator to accomplish goals and objectives of faculty with regard to Distance Education initiatives.
- Be the primary point of contact for coordination of DE initiatives or policy between campuses & UHCC System through representation in the following bodies:
    - Distributed Learning Advisory Committee (DLAC)
    - Distance Learning Program Planning Group (DLPPG)
    - UHCC Distance Education Committee (UHCC-DE)
    - [UH System Learning Management System Review Committee]()

Objectives

1. Promote the development of distance education classes, programs, and services.
2. Ensure that a structure and assessment rubric exist for class development so that program and class content and design meet accreditation standards.
3. Determine and recommend the structure and required resources for the curriculum review and approval process for distance education classes and programs.
4. Recommend policies and procedures that provide technical, academic, learner, and student support to ensure distance learner success, and academic support for faculty.

5. Recommend foundational and best practices for distance education instruction and services to include outcome assessment measures.

Plan

1. The FSDE Committee will finalize and submit a list of recommended practices for approval by the Faculty Senate.

V. Issues Concerning Instructional Faculty

Discussion

The University of Hawai'i Executive Policy E5.204 states that "UH distance and online classes are taught by UH faculty hired through the normal faculty processes and UH distance and online programs award regular UH campus credentials."

The Distance Education classes and instructors are subject to the standard practices, procedures, and criteria established for traditional face-to-face classes at Kapi'olani CC, including but not limited to faculty involvement in class development and approval, instructor compensation, selection of online instructors, and oversight of online courses to ensure conformity with existing institutional practices and procedures. Faculty who teach DE courses are required to meet the same subject area qualifications as face-to-face faculty.

In the fall of 2016, two faculty surveys were conducted: 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 Kapi'olani Community College.

As of fall 2016, 33.7 percent of respondent faculty have taught a DE class 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 classes in order to meet the unique learning styles of their students (Question 2), and most believe smaller class sizes would contribute to greater student success, with 47.5 percent of respondents ranking smaller class size as the most important issue (Question 7). Finally, Laulima was identified as the most used digital resource as indicated by 96.4 percent of the respondents (Question 13), and 44.2 percent of faculty respondents reported 7 or more contact hours with students every week (Question 24).

Just over half (51.8%) of DE faculty responding to the fall 2016 DE Faculty Survey agreed or strongly agreed that the College should have a standardized process for approving DE classes; 53.6 percent agreed or strongly agreed that the College should have a standardized process for evaluating DE classes for rigor; 64.3 percent agreed or strongly agreed that the College should have a standardized process for evaluating DE classes for quality; and 67.3 percent agreed or strongly agreed that the College should review how it currently evaluates DE faculty teaching effectiveness. [DE Faculty Survey Q19 - Q22]

Plan

1. The College will hire a full-time campus DE Coordinator by fall 2017 to collaborate with all DE stakeholders: Faculty Senate, Administration, Library, CELTT, Student Affairs, the UH System, and others.
2. In spring 2018, the DE Coordinator and CELTT will create a template for departments to articulate policies for evaluating online teaching in particular disciplines.
3. Starting in fall 2018, each department will review and approve DE delivered classes, with guidance from the DE Coordinator and the Faculty Senate approved best practices.
4. By fall 2018, each department will review and establish a method of evaluating DE faculty teaching effectiveness, with assistance from the DE Coordinator.
5. In spring 2018, the FSDE Committee will work with the administration and the Faculty Senate to determine and implement a smaller class size policy.

A. Faculty Selection

Discussion

Currently, the College does not have a faculty selection process for teaching DE classes. Faculty may be assigned by the department chair or faculty may self-select to teach online, regardless of prior training or preparation they received.

Center for Excellence in Learning, Teaching and Technology (CELTT) first developed online faculty training program in 2008 and created the Distance Learning Certification Program in 2010. The programs continued until 2011. With the changes in CELTT personnel and significant developments in learning technology since 2011, a new professional development program was needed. In the summer of 2016, CELTT offered Teaching Online Prep Program (TOPP) to a small group of faculty who voluntarily participated. Due to the success of the program, TOPP will be consistently offered every fall, spring and summer to train faculty new to DE to develop online classes for the coming academic year.

The Interim Chancellor's vision for DE proposes that training be required for faculty teaching online for the first time. This practice, if approved by the Faculty Senate and if required before a faculty member designs, adopts, or teaches his or her first online class, will ensure that the class delivery is consistent and offers optimal learning experience to students.

Recommended requirements for teaching online

1. Faculty who wish to adapt an existing face-to-face class to an online class should receive an approval from the department chair before developing the online version. In the event that the Department Chair does not approve a faculty member's request to teach an online class, the faculty member can appeal to their Dean to review the class and discuss why the class should be a DE class or not. The Dean will write a recommendation that the Vice Chancellor for Academic Affairs (VCAA) will review. In making their final decision, the VCAA will also evaluate the class and have a discussion with the faculty member.

2. Each faculty should be responsible for keeping his/her class updated in content, pedagogy, and technology.
3. Faculty who seek to teach online for the first time should have completed Teaching Online Prep Program, or received training and certification from another institution, or have taught online at other institution(s).
4. If a class has been approved for online instruction, the faculty member can consult and/or collaborate with CELTT to develop the class.
5. The online class should be assessed using the Self-Assessment form for review and improvement.

Plan

1. Existing DE courses will be modified by the teaching faculty and self-assessed for compliance to the Faculty Senate-approved recommended practices that are based on ACCJC, ADA, and UH requirements. The DE Coordinator will offer guidance, resources, tools, etc. to assist with compliance based on self-reporting.
2. Faculty and lecturers, particularly those teaching online for the first time, should participate in Teaching Online Prep Program and/or work with the Instructional Designers at CELTT to create and receive support for teaching online.

B. Faculty Evaluation

Discussion

The majority of DE Faculty Survey respondents agreed or strongly agreed (67.3%) that the College should review how it currently evaluates DE faculty teaching effectiveness (Question 22). The majority of respondents also agreed or strongly agreed that the College should have a standardized process for evaluating DE classes for rigor and quality (Questions 20-21).

Currently, it is recommended that non-tenured faculty be evaluated by their peers at least once a year and tenured faculty are evaluated as needed for promotion or to fulfill a five-year review requirement. Evaluators use a separate teaching evaluation for DE classes as there is a recognized difference between DE and face-to-face classes.

Plan

1. Encourage full-time faculty who are undergoing evaluation and are teaching online to identify at least one online class for a visitation and/or student evaluation during the semester in which they are being evaluated.
2. The FS Evaluation Committee will select questions specific to online instruction as recommended components in the student evaluation of faculty process.

C. Professional Development

Discussion

Online teaching certification programs vary in focus and quality, and each department is the best place to determine whether they are needed. CELTT offers professional development programs to ensure that faculty acquires foundational knowledge, skills, and competencies to teach online.

CELTT began offering the cohort-based Teaching Online Prep Program (TOPP) for faculty developing a new class or redesigning an existing class. TOPP is entirely online and asynchronous, and emulates a typical online class that includes "regular and substantive interaction between the students and instructor." Participants work through six weeks of learning and practicing, eventually leading to building a pedagogically sound framework upon which a complete class can be built.

> "As a first time instructor, AND a first time online instructor, I started at square one and can't believe how much I have learned in a short period of time. While there is still a lot of work ahead of me to get my course ready, the framework is there and I have a good idea of what's ahead of me." –A summer 2016 TOPP Participant

In summer 2016, twelve faculty signed up and eight successfully completed the TOPP training and launched their DE class in fall 2016 and spring 2017. Successful participants built and facilitated 50 percent or more of their class and submitted Online Course Self-Assessment to demonstrate having met accreditation standards and recommended best practices before receiving a certificate of completion.

CELTT also offers Teaching Online Self-Paced Program (TOSP) for faculty who are experienced and prefer to learn at his/her own pace. The content, learning activities, and the learning outcomes are the same as those of TOPP.

In addition to TOPP and TOSP, CELTT regularly offers professional development opportunities for all Kapiʻolani CC faculty and staff, ranging from Laulima, Google Apps, and multimedia workshops. CELTT also sponsors SPOTLIGHT sessions where faculty can share innovative and creative practices with other faculty (CELTT Workshops 2015-2017). The workshops are advertised through the News Bulletin (https://news.kapiolani.hawaii.edu/) as well as circulated through the Chancellor's Advisory Council (CAC) email list.

Respondents to the DE Faculty Survey indicated that time for development is the major barrier to the implementation of DE classes, with 51.2 percent of respondents ranking time as the most significant barrier (Question 11). A few respondents commented that individual support and access to equipment, software, and release time are more important than training.

The high cost of learning materials is a problem for students nation-wide. The strategic plans of the College, the UHCC System, and the UH System require that we address this issue. A UH System survey of faculty notes that some of the key factors that affect the adoption of open educational resources (OER) are level of knowledge about OER and concerns about the

selection and quality of materials. Training and consulting services are in place to support these efforts (see also III.D. Instructional Design Support and IV.A. Library).

Plan

1. CELTT is in the process of expanding its Teaching Online Prep Program (TOPP) that trains faculty to design, develop, facilitate, and assess an online class.
2. Departments should consider whether to require their online faculty to complete TOPP or another recognized training program, and/or to have an internal mechanism for assessing online teaching capability (e.g., an interview process that includes an experienced online instructor).
3. CELTT will build and maintain a faculty resource website. (https://TEACH.Kapiʻolani.hawaii.edu) that offers learning resources that include templates, instructions, how-to videos, forum discussions, and a blog that discusses issues and trends.
4. The DE Coordinator will develop strong administrative support for the professional development programs, in the form of material assistance through offering of time or resource incentives to faculty.
5. The Library and CELTT will collaborate on offering OER training to faculty.

D. Instructional Design Support

Discussion

For some time, faculty teaching online have been independently creating and facilitating DE courses. CELTT has recently hired two Instructional Designers, and they offer faculty the option to collaborate and receive help with the design and development of online classes. In a typical instructional design project, the faculty acts as the subject matter expert who provides the content expertise, expectations, and editing during development. The Instructional Designer(s) makes recommendations, gives feedback, and assists in building an engaging learning environment that optimizes student engagement and learning.

Plan

1. The DE Coordinator will suggest the class design/redesign need based on student success and outcomes data, and requests from academic and continuing education departments.
2. The DE Coordinator will work with CELTT to prioritize and recommend instructional design/redesign projects.
3. CELTT will employ designs and tools that will enable faculty to be self-sufficient in facilitation (teaching) and maintenance (updating content) of DE courses.
4. The Library will work with faculty and CELTT to integrate Open Educational Resources (OER) in DE courses to make learning affordable and accessible for students.

VI. Class Development

Discussion

According to the University of Hawai'i Community Colleges Policy, "The quality and standards of distance learning instruction...must be comparable to those of other instructional programs of the University", "...result in learning outcomes appropriate to the degree or certificate to be granted, and are of equal rigor and breadth as those required of traditional on-campus programs." An online class should be comparable to a traditional face-to-face class in academic quality and rigor. (UHCCP #5.228.IV.A.2 & UH Executive Policy EP 5.204 (III.C.c)). As moving from a traditional classroom to a virtual classroom is not as simple as merely putting the existing class notes and readings online, faculty and instructors should critically evaluate their online courses to ensure opportunities for student-centered learning. A DE class should achieve the same student learning outcomes (SLOs) and competencies by offering instruction and activities comparable to its face-to-face version. Although the mode of delivery and engagement are different, the content and the net hours of learning and engagement should be equivalent. Currently there is no review process to approve classes for distance delivery.

Plan

1. Ensure that DE Coordinator and FSDE Committee work closely together to determine the class review and approval process for distance education courses and programs.
2. Keep standards and rigor high for all courses, through training workshops and other professional development opportunities.
3. Work with the DE Coordinator on any system/campus/discipline DE-related issues including: developing, implementing, and evaluating articulation agreements for DE/CE programs; articulating the principles that apply to the transfer of credit from other DE/CE programs where articulation arrangements do not exist (Federal Regulation); and identifying principles that apply for the approval of granting credit for prior work experience in the institution's DE programs.

A. Online Degrees

Discussion

Currently, Kapi'olani CC has over eighty DE instructors teaching over 160 online class sections that count toward various Associate degrees. Although departments have been working to determine the suitability of individual courses for delivery online, there has not been a coordinated effort to create online programs or certificates that students can complete entirely online. Currently, students must search three sources to find out how to complete a degree and which courses can be taken online:

1. The Kapi'olani CC course catalog that lists classes that count toward a degree.
2. UH DL website that lists available DE courses by semester.
   [http://www.hawaii.edu/dl/courses/]

3. Banner/Class Availability site that lists all available courses with up-to-date status but cannot be sorted to view DE classes only. https://www.kapiolani.hawaii.edu/class-availability/S201730/]

There needs to be coordinated effort to develop completely online degrees and certificates and enable students to easily search for available DE courses prior to their admission and registration.

Beginning with registration for summer and fall 2017, students, once admitted and in a registration period, can use STAR registration to find DE courses offered through any UHCC campus. Students are able to see if those DE courses count toward a degree/certificate for their current major and/or are able to use the "What If Journey" to explore other majors.

Plan

1. Explore the AA/AS degrees that could be achieved fully online at Kapiʻolani CC and possibly work with other campuses to coordinate class offerings as students admitted to one UHCC campus can take distance courses offered through other UHCC campuses [http://www.hawaii.edu/dl/]
2. Identify any barriers to offering courses online in key areas and give instructional design support, equipment, and training as needed to foster development of those online courses where instructors identify a need for support.
3. Submit to ACCJC necessary substantive change applications to any degrees or certificates where 50% or more of the degree or certificate can be learned online and that were not included in the previous substantive change request (2011).

B. Examining Online Class Offerings

Discussion

As student enrollment has been decreasing at most campuses across the University of Hawaiʻi system, it is important for faculty to create attractive class offerings to retain student enrollment and reach other populations not currently served by on-site programs. Providing online class offerings may help the institution maintain its enrollment numbers and provide opportunities for post-secondary education to individuals who are not currently being served. Below is a chart that shows slight increase in percentage of students enrolled in at least one DE class, despite decreasing overall enrollment between fall 2011 and spring 2017. In spring 2017, 40.6 percent of students were enrolled in at least one DE class.

# of Students Enrolled in at Least One DE Class
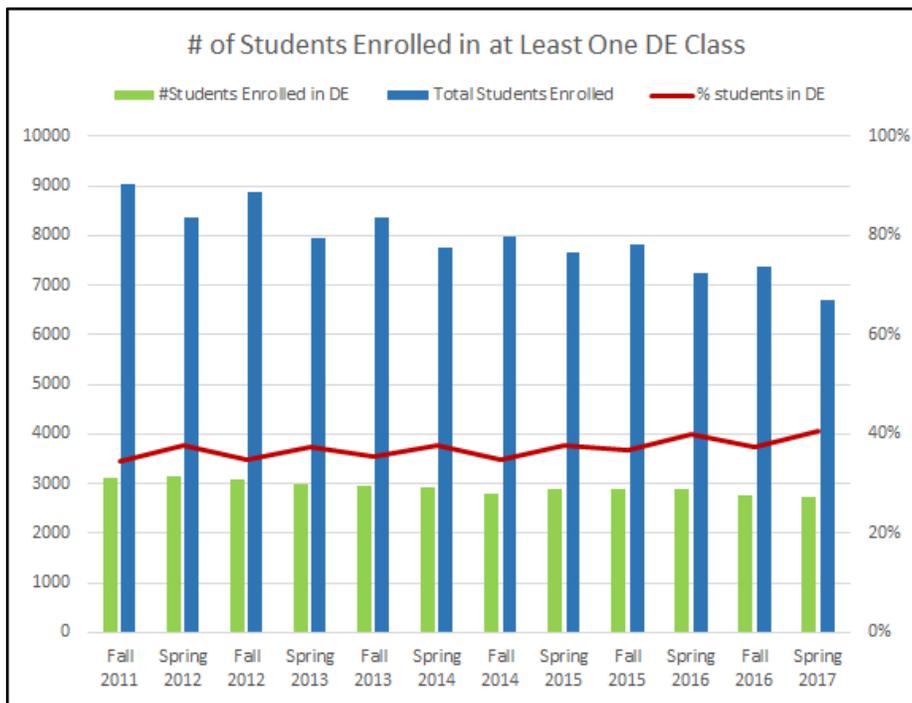
The next chart illustrates that although the percentage of students enrolled in at least one DE class is rising, the percentage of classes delivered in DE mode is holding steady at around 14.0 percent.

% of Classes Delivered DE & % of Students Enrolled in at Least One DE Class
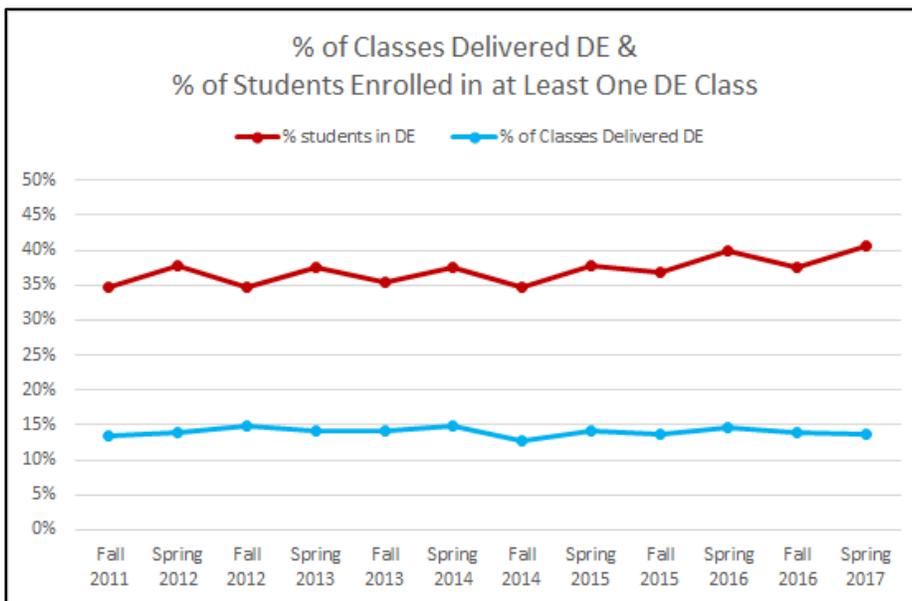
Thus, more DE classes should be developed and offered as the student interest and enrollment in DE classes are steadily increasing.

Plan

1. Explore the DE courses that students need to meet transfer and graduation requirements.
2. Encourage the development of online courses, majors, and certificates in key areas by identifying any barriers and developing appropriate solutions to maintain student enrollment.

3. Explore the current learning needs of the working professional for professional development, as well as continuing education. The workforce is continually changing and therefore this population requires continued education and training to maintain their jobs and to compete in a global work environment.

VII. DE Scheduling

A. Registration & DE Class Information

Discussion

Distance Education class scheduling is a critical responsibility that the incoming DE Coordinator will communicate to faculty, departments, divisions, and administrators. The DE Coordinator should also help facilitate student registration by identifying all the online courses that are currently offered each semester as class offerings change due to enrollment, the availability of certain instructors, and program needs. They can help to develop a tool/site for students to see/sort all of the online courses offered in a given semester, as well as the current open/closed status of that class, during registration periods.

Additionally, students should be aware of class requirements PRIOR to registration to gauge if the class will be appropriate for their needs. Students should be informed in advance of any access, in-person, location-specific, and/or synchronous requirements for the class. This information may include, but is not limited to, requirements such as: textbook purchase/access code in order to access the class; in-person testing and testing locations; practicum/service hours; regular synchronous discussion or conferences with teachers/classmates. This information should be easily viewable/accessible as students should know this information before registering to be sure that their work schedule and other considerations can accommodate these requirements.

Plan
1. The DE Coordinator will explore ways to disseminate syllabus information including SLOs and ensure that individual sections of courses adhere to the class objectives/learning outcomes.
2. The DE Coordinator will work to develop a centralized and current list of online courses offered by the college during registration periods (i.e. enhance Class Availability site to be searchable for online classes or have an additional listing on Class Availability site listing current status of only online courses).
3. The DE Coordinator will work to ensure that all information related to access, in-person, location-specific, and/or synchronous requirements for online courses is made accessible to students at the point of class selection and registration (i.e. through the course comments section on the Class Availability site). This information should also be integrated with STAR-GPS for class registration beginning fall 2017.

B. Lab Scheduling

Discussion

In addition to students being aware of any lab requirements for a distance education class prior to registration, the discipline/department/campus should make arrangements for the lab to be accessible to students during times that would accommodate many online students' schedules. If the lab activity is a required component of the class, it is essential that students are able to access the lab within reasonable hours to provide the opportunity for students to complete the required course components and to support their learning.

Plan

1. Each academic department will determine optimal lab hours for their online students, with support from the administration.

VIII. Testing and Assessments

Discussion

Kapiʻolani CC's [Testing Center's](#) core mission is to support placement testing, testing for distance education, make-up testing, and accommodations (ADA) testing. The center first proctored testing for DE courses in 2001. In FY 2016 (July 1, 2015 to June 30, 2016) 2,608 tests for DE and hybrid courses were proctored. The center, located in Lama Library, is available to proctor exams for online students fifty-six hours a week during the regular semester and longer during final exam periods.

The Testing Center uses multiple authentication procedures to verify who is taking the test, including a review of the student's ID and, in the case of online tests, login authentication for online tests. The University of Hawaiʻi course management system, Laulima (Sakai), which hosts many of these online tests, requires authentication of student identity by user ID and password.

The Testing Center has a zero tolerance approach to cheating. Preventive measures include checking student calculators and requiring students to turn off their smart phones. The center is studying lock-down browsers to address additional preventive measures. There are three levels of security used to catch cheating, including Faronics screen monitoring software, human proctors, and video surveillance cameras.

The Testing Center has a mutual proctoring understanding with other campuses in the system, in which students at each campus may take proctored tests at campuses convenient to them. Off-site proctoring arrangements (e.g., coordinating a student taking a test at another proctoring center) outside the 10-campus UH system are facilitated by the instructor of the online class in agreement with the arrangement made by the student. It is the student's responsibility to connect the instructor with the proctoring center, and it is the instructor's responsibility to provide the center with authentication through student portal access to courses, using the course management system once the appropriate contact has been established. The Testing Center has

looked at remote proctoring services using web-cam surveillance technology and currently is not confident that systems based on web-cam surveillance are sufficient protection from cheating.

To support accommodations (ADA) testing, there is a dedicated room to accommodate a scribe. This room also has installed the accessibility software Read Write Gold for the student's use. A large screen reader to support testing of ADA students is also provided.

To promote Testing Center's services, flyers are distributed at each New Employee Orientation session at the beginning of spring and fall semesters. The center has a twitter feed and website and sends announcements on a regular basis out to the college.

Although the Testing Center is not meant to support testing for F2F classes, 60 percent of its proctored academic tests is for face-to-face (F2F) classes with online tests. Until more resources are developed to allow F2F instructors to proctor their online tests, the center will support proctoring for F2F classes that provide online tests.

The Higher Education Act of 2008 requires that colleges verify that students taking a class are the same as those getting credit for the class. To meet this regulation, online instructors should either require one activity per semester in which a student validates his/her identity by showing an ID and have his/her participation in the class activity monitored, or by creating a series of low-stakes assignments (e.g. several writing assignments) in which a cheating attempt will be detectable.

Plan

1. All online courses at Kapiʻolani CC should have at least one activity that would authenticate the identity of the students.
2. The center will continue to consider online proctoring services such as ProctorU, currently in use at UH Hilo, to administer online exams that verify student identity and are ADA compliant.
3. The center will investigate lock-down browsers to prevent cheating.
4. The center will expand outreach efforts to DE instructors
5. The center will advocate for a lab or similar resources for F2F instructors to proctor online tests.

IX. Library and Learning Resources

A. Library

Discussion

The Kapiʻolani Community College Library and Learning Resources unit (the Library) provides access to over 100,000 books, periodicals, and media in print and electronic format. Remote access to online resources is provided to all faculty, staff, and students currently enrolled at Kapiʻolani CC. IntraSystem Loan (ISL) services are provided to students, giving them the ability to transfer physical books to other University of Hawaiʻi Campus Libraries for convenient

pickup. Students can check and renew books online through the Library's online public access catalog (Hawai'i Voyager). In recent years, the Library has increased its subscriptions to streaming media databases to provide additional options for instructors to incorporate films into their curriculum. The Library assesses its subscriptions annually based on usage, price, and curriculum need.

The Library supports the Open Educational Resources (OER) and textbook cost reduction strategic planning goals of the College, the UHCC System, and UH System by finding relevant openly licensed or $0 cost resources for instructors as well as training instructors on how to adapt and create OER. Many of the instructors who have received OER support have taught or will teach online using these materials.

For students not on campus, the Library provides reference services via email and phone. While the Library's website at http://library.kapiolani.hawaii.edu serves as the main access point to the library's resources and services, librarians have created online subject guides that facilitate access to specific resources, assignments, help guides, and subject librarians for a course or course assignment. Librarians have also begun creating online modules for courses in the campus' course management system, Laulima, to provide an alternative to in-person library or information literacy classes.

Plan

The Library will:

1. Expand the number of online information literacy or research-related Laulima modules provided for instructors to adopt and use in their courses.
2. Working through the DE Coordinator, disseminate a notification to DE instructors to inform or remind them of the resources and services available to them and their students.
3. Create a webpage on the Library's website or LibGuide aimed at DE students to inform them of resources and services available to them.
4. In collaboration with the campus' Instructional Designers and DE Coordinator, work with DE instructors to integrate OER and/or $0 cost resources into their courses.
5. Investigate methods to provide academic support services (such as the student study skills program "Secrets of Success" or similar) to DE students.

B. Online Tutoring/Student Success

Discussion

The University of Hawai'i Community Colleges (UHCC) has a contract with the online tutoring company Brainfuse to provide 24/7 online tutoring services to UHCC students. Support is provided to Kapi'olani CC students in subjects such as Writing, College Reading, Math, Accounting, Economics, Medical Assisting, Anatomy & Physiology, Biology, and Chemistry. Kapi'olani CC students make up the largest user group of Brainfuse services in the UHCC

system, consisting of 30 percent of total UHCC student users between summer 2013 and fall 2015[1].

Plan

1. The tutoring center at the Lama Library, the Study Hub, will provide training to its peer tutors on online tutoring services so they may better inform students about these options.
2. The campus should improve access on its campus website to information about tutoring.

X.   Student Services (including UH System Student Success Tools)

Discussion

At Kapiʻolani Community College, a variety of student services (Admissions & Records, Placement & Orientation, Counseling & Advising, Financial Aid, Student Activities, Bookstore, Online Learner Success, Career & Transfer, Employment Prep) and UH system student success tools and initiatives (Degree Progress & Completion - STAR, Retention & Early Alert - MySuccess/Starfish) support students in their learning, development, and achievement of educational goals. Information, processes, services, and supports offered through these programs and initiatives are accessible to learners, regardless of location, and are offered in various modes of delivery.

Plan

1. Campus stakeholders will examine possible ways to effectively streamline processes for distance learners regarding the completion of forms that currently require instructor, department chair, administrative, and/or counselor approvals and signatures (i.e. VA Enrollment Certification, Concurrent Enrollment, Change of Major/Adding a Second Major, Honda International Center Reduced Credit Load, Add/Drop, etc.). This should be done to facilitate possible UHCC coordination in the future.

A. Admissions and Records

Discussion

Students can currently apply for admission to Kapiʻolani CC via the UHCC Common Application form (electronic), accessible via the Kapiʻolani CC website ("Admissions"). Through the campus website, students can also view course registration status ("Class Availability"), access and submit various admissions/registration related forms (i.e. request official transcripts, apply for graduation, military verification, course add/drop form, early admissions application, change of major/add second major, etc.) ("Admissions Toolbox"). These forms are accessible via the "Admissions Toolbox," and Kekaulike Information and Service Center (KISC) for Admissions, Records, Graduation, and Financial Aid is moving to make more of these forms

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[1] Source: "The Impact on Online Tutoring on Retention, Success and Graduation Rates at the University of Hawaii Community Colleges: Summer 2013-Fall 2015." Published July 11, 2016.

available for online submission. Currently five forms can be submitted online with the Change of Major form coming in fall 2017. Students can also submit electronic copies of any PDF form.

High School students interested in Kapiʻolani Community College's Dual Credit program can apply on-line at www.hawaii.edu/dualcredit. Dual Credits students are then offered the same Distance Education options as their college student counterparts. Students are able to email required documents, health documents and test scores to the Kuilei Outreach Team for processing.

Students can register for courses, add/drop courses, view their schedule, update their student status, and pay their tuition via MyUH online within academic deadlines. Effective fall 2017, all UHCC students will register for classes via STAR GPS.

Distance and all students may call or email KISC with any questions regarding admissions and registration.

B. Placement

Discussion

Placement testing for math, writing, and ESL using Accuplacer is done at the Kapiʻolani CC Testing Center and all UHCC campuses. While there is no online option for completing the Accuplacer placement test, there is a process in place for remote testing (using a suitable proctor) for students not residing in Hawaiʻi. There are other methods of placement into math, writing, and ESL courses; these alternate methods of placement are articulated on the Kapiʻolani CC website ("Testing Center").

Language placement testing (ASL, Chinese, Filipino, French, Hawaiian, Japanese, Korean, and Spanish) can also be done remotely. The process and requirements for remote testing are articulated on the Kapiʻolani CC website ("Testing Center").

Students from select high school campuses who are unable to complete the Placement Test at the Testing Center are provided the option of completing the test at their high school, pending available resources. High schools demonstrating high need are provided a mobile lab to complete the Placement Test.

Distance students may call or email the Placement Testing Office with questions and for information and support.

C. Orientation

Discussion

Orientation, advising, and registration services for new (incoming, first time to college) and transfer students (prior college experience at another institution) are available in-person, as well as via phone and collaborative web environments through the First Year Experience (FYE) and

Transfer Year Experience (TYE) programs. New Student Orientation (NSO) includes an introduction to the college experience, to careers/programs/majors, and connection to college resources. TYE Orientation assists students with preliminary/unofficial transcript evaluation, educational planning, and effective transfer/transition to the college.

Distance students may call or email the FYE and TYE programs with questions and for information and support.

D. Financial Aid

Discussion

Financial Aid information, such as the cost of attendance, net price calculator, application process, eligibility, dates and deadlines, types of aid, institutional and external grants and scholarships, policies (such as applicant rights and responsibilities, satisfactory academic progress, financial aid status, Title IV Funds, etc.) is readily available and accessible on the Kapiʻolani CC website ("Financial Aid"). A direct link to the Free Application for Federal Aid (FAFSA), FAFSA school code, and FAFSA priority application deadlines are also prominent on the site.

Students are able to monitor their application process (including Satisfactory Academic Progress eligibility; status of pending documents; financial aid awards; contacting the financial aid office directly) via the UH System portal (https://myuh.hawaii.edu).

A "Financial Aid Toolbox" online includes the most used financial aid-related forms and documents that students can download, save, print, and complete. Examples of these forms include appeal for dependency override, appeal for special circumstances, concurrent enrollment, military information, untaxed income verification, ward of the court or legal guardianship verification, IRS data retrieval and request for IRS tax return transcripts, etc.

Distance students may connect with Financial Aid specialists via phone and email.

E. Student Activities

Discussion

Student Activities focuses on the areas of student engagement, leadership, and learning through participation in co-curricular programming such as Chartered Student Organizations, registered independent student organizations, and services, activities, and events offered to the campus community. Information on the programs and services offered are included on the Student Activities page on the campus' website.

One of the current services provided by Student Activities is the provision of student identification (I.D.) cards, which allow currently enrolled students to utilize library and other learning support services at the campus and within the UH system. Student Activities has

historically provided the opportunity for currently enrolled remote students to obtain an I.D. card by providing their own photo and then processing and distributing the I.D. card.

In January 2017, Executive Policy EP 6.208 related to Mandatory Student Fees was revised and will be effective fall 2017. Students enrolled in distance education courses that are coded in the student information system (Banner) as having an instructional method that does not require attendance at the originating campus will be exempted from certain campus-based mandatory student fees.

The change is stated as follows:

> ### EXECUTIVE POLICY EP 6.208 MANDATORY STUDENT FEES
> *The mandatory student fees executive policy has been revised and states that students who enroll in purely distance or online courses at a particular campus shall not be assessed the following campus-based mandatory student fees:*
> - *Student activity & program fees*
> - *Campus center & student recreation fees*
> - *Student health fees*
> - *Student transportation/UPASS fees*
> - *Student athletic fees*
>
> *Effective Fall 2017, instructional method will be used in the fee assessment rules (on SFARGFE) to identify the classes where these campus-based mandatory student fees* **will not** *be assessed. Campuses must ensure that the appropriate instructional method is assigned to the distance/online classes...*

UH system-wide student activities programs will be working to examine and ensure the alignment of their practices to reflect this policy change.

F. Bookstore

Discussion

Distance students may purchase required texts and perform price comparisons via the Kapiʻolani CC Bookstore page of the Kapiʻolani CC website. Links to the UH Bookstore and computer department are also included on the page, allowing students to do online research and to make online purchases of computers and software at student discount pricing. Links to digital textbooks, textbook rental, online buyback, and FAQs are also provided.

G. Counseling and Advising

Discussion

Counseling and advising services are offered to all students across the campus and are organized under the Vice Chancellor for Academic Affairs (VCAA) (via academic departments) and the Vice Chancellor for Student Affairs (VCSA). All counselors provide primary support in one or more of the following areas: academic, career, social/personal, and student/college success areas.

A counselor [contact form](#) can be found on the Kapiʻolani CC website page that describes why a student would see a counselor. Through the contact form, students may enter their email address and ask any general question for a counselor; one of the Kapiʻolani CC counselors regularly monitors and responds to the inquiries. A [Counseling and Advising Directory](#) can be found on the campus website as well.

Academic program counselors are embedded into each academic unit of the college and provide assistance to students in progressing through their academic/major pathway (i.e. Business/Legal/Technology/Culinary/Hospitality; Health Sciences/Nursing/EMS; Liberal Arts) and through to career, graduation, and/or transfer. Support services counselors under the VCSA work with targeted populations of students (i.e. Military/Veterans; Native Hawaiian; TRIO; Disabilities; Student Parents; Mental Health & Wellness; etc.) and focus on access, retention, and persistence.

It is expected that all counseling faculty follow the Kapiʻolani Community College Counseling Faculty Standards of Practice, which outlines counselor faculty roles and expectations (this is in addition to/in line with the UHCC Faculty Classification Plan for Counseling Faculty).

An addendum to the Kapiʻolani Community College Counseling Faculty Standards of Practice, Distance Education Advising, was adopted by the Kapiʻolani CC Counseling and Academic Advising Council (CAAC) in August 2012.

Counseling faculty should provide all Kapiʻolani Community College Counseling Faculty Standards of Practice core functions to distance education students, providing equitable access to counseling services. Counseling faculty are minimally required to provide services to students taking distance education courses through the following modes of delivery:

1. *Email – as defined by the Electronic Communication Procedures for Online Advising (Counselor to Student) (2006, 2010)*
2. *Telephone*
3. *Student online advising system, e.g., STAR*
4. *Kapiʻolani Community College website*
   a. *Contact information - telephone - email*
   b. *Academic program counselors - advising sheets available in electronic format*
   c. *Support services counselors - eligibility requirements, services offered, and how to access those services*

In addition to the examples of modes of delivery articulated in the Addendum for Distance Education Advising, counselors/advisors in various units also provide outreach and support through video conferencing, the UH system learning management system (Laulima), targeted email newsletters, multimedia approaches, social media, and subscribed text messaging.

Plan

1. Develop an improved counseling directory that is easily accessible on the campus website and college smartphone app and includes a description of the counseling/advising services provided by each unit and ways that distance students may connect for counseling/advising support (i.e. phone, email, video conference, department website, etc.).

H. Fully Online Learner/Online Learner Success

Discussion

A counseling position has been newly dedicated to examine and support fully online learner issues related to persistence, retention, learning, and online and college success. The Office for Institutional Effectiveness (OFIE) published a research brief on the Demographic and Academic Characteristics of Online-Only Students at Kapiʻolani Community College in May, 2016. The report captured data on fully online students from fall 2011-spring 2016. In general, the overall outcomes for fully online students are lower compared to "traditional" students in the areas of course pass rates, course fail, course withdrawal, semester GPA, and re-enrollment.

As the population of students who fall into this category (Kapiʻolani CC home campus, registered in online-only courses; consistently representing approximately 8 percent of our total Kapiʻolani CC home campus population) changes semester-to-semester, it was important that the UH student information system, Banner, be able to identify these students readily. Through the creation of a script in Banner by OFIE and the Office for the Vice President of Community Colleges in 2016, this is now able to be done.

In initial pilots (fall 2016 and spring 2017), the counselor for Fully Online Learner Success provided sustained outreach directly with fully online students to promote and support their online learning and college success and connection to resources, while also serving as a connection to the college to assist students' awareness and navigation of college processes.

In spring 2017, students registered in courses taught by fully online instructors were targeted for participation in an Early Alert retention effort using MySuccess/Starfish. The counselor for Fully Online Learner Success and the Early Alert coordinator worked together to outreach with this population of students and intervened with those whose instructors indicated were not engaging or successfully progressing through the online course at key points throughout the semester.

While continuing to outreach with and support fully online students and those in the Early Alert pilot program, the counselor for Online Learner Success will work to implement broadened and sustainable strategies that will be accessible and applicable to all online students, focusing on preparing students for online learning and supporting their online success.

Plan

1. Develop an orientation to online learning to support online learner preparation and success (all).
2. Develop an Online Learner Success component of a Distance Education page (connected with the campus website) or able to be embedded into the Learning Management System (all).

I. Career and Transfer

Discussion

The [Maida Kamber Center (MKC)](#) for Career Exploration, Transfer, and Graduation Services is staffed by a cadre of counselors who work with students in the areas of career, transfer, and graduation planning.

The MKC has a page on the Kapiʻolani CC website which includes many tools for students in the areas of career, transfer, and graduation. Focus II, a free, self-paced, web-based tool allows students to discover career options that match their interests, personality, skills and values. Access to Focus II can be made from the MKC page, which provides access code and instructions. Other links to external career-related sites are also provided (i.e. Career Kōkua, O*Net Online, UH Community College and Career Online tool, etc.).

The transfer services page provides transfer-related information, as well as links to the UH system baccalaureate institutions, program advising sheets and four-year plans, articulation agreements, etc.

The graduation page includes links to information regarding applying for graduation and to the Kapiʻolani CC Employment Prep Center, which focuses on job preparation and placement.

Like all Kapiʻolani CC counselors/advisors, MKC counselors provide services in person, via phone, email, and other modes of distance delivery.

J. Employment Preparation

Discussion

[The Employment Prep Center](#) provides students and alumni of Kapiʻolani Community College career preparation and employment services by collaborating with academic programs, campus stakeholders, and career champions to promote professional development and lifelong learning. The center assists students, employers, and faculty with all aspects of on and off campus employment, and the Employment Prep Center website contains links and resources for both students and employers, such as job listings (on and off campus), jobs search and databases, internship, and volunteer experiences. The Employment Preparation counselor also works with students in career and job preparation skills such as creating a resume, resume review, and interviewing.

Students may schedule an appointment online with the Employment Preparation counselor and services are provided in person, via phone, and email.

K. UH System Student Success Tools

1) Degree Progress and Completion: STAR

Discussion

STAR is an electronic, web-based tool that is accessible to students, counselors/advisors, and student support staff. STAR is integrated with Banner, the UH system's student information system, and has been adopted by the UH system as the official arbiter of degree/program completion. Students utilize STAR to view grades and unofficial transcripts, track progress toward graduation, create academic plans toward completing different degree/program requirements, project time to degree completion based on personal matriculation and velocity patterns, search and apply for UH system scholarships, and register in coursework every semester. Students may also use STAR in collaboration with their academic counselor.

Plan

1. Work with the UH system and/or obtain resources and support for the campus to develop STAR educational and promotional materials for distance (and all) students to enhance outreach, awareness, usage and benefit student success.

2) Retention and Early Alert: MySuccess/Starfish

Discussion

Kapiʻolani CC is committed to the success of our students by providing an environment conducive to teaching and learning. To encourage students to engage fully in educational opportunities, the College has implemented a retention program supported through an early alert system that is managed by the Early Alert Coordinator. The goal of the Early Alert program is to promote the development of cognitive and affective skills, and improve student persistence and re-enrollment. The system allows instructional faculty to be proactive, supportive, and involved in facilitating the academic components of student retention through early detection and intervention of students who are experiencing problems that affect academic performance. The program also supports holistic student development in affective areas through just in time connection with advising, counseling, tutoring, mentoring, and other resources.

Consistent with the University of Hawaiʻi Community College System, the Early Alert program has adopted the "MySuccess" name and Hobson's Starfish interface.

Plan

1. Spring 2017 -- Early Alert pilot with wholly online faculty; approximately 35 instructors, 70 sections, and 1,400 students
2. Fall 2017 -- Early Alert expands to include all faculty who teach online
3. Spring 2018 -- Early Alert goes campus-wide

XI.   Website

Discussion

The website is the primary way in which the public, potential, and current students—both face-to-face and distance students—access information about Kapiʻolani Community College, its programs, services, resources, etc. The importance of navigation, design, and ease of access to information is even more critical for anyone at a distance. There should be a reviewing body comprised of the DE Coordinator as well as representatives from students, Staff, Administration, Student Affairs, Instructional Faculty, and the Library and Learning Resources to assess and recommend necessary improvements.

Plan

1. Create a committee to assess and provide ongoing recommendations to improve the campus website for all students. These improvements would include recommendations for a specific page for all matters related to distance education. This page would include: links, resources, documents, library, and other essential information for students and faculty involved in DE.

XII. Technical Support and Preparation

Faculty, staff, and administrators receive support from CELTT, the Laulima support team, and the UH Information Technology Services' Help Desk (Sun-Sat 7am-11pm via phone and email; Mon-Fri 8am-4:30pm in-person at UH Mānoa). Students receive informal support from the Library, counseling, peer mentors, instructors, and the UH Information Technology Services' Help Desk.

A. CELTT Faculty, Staff, & Administrative Support

Discussion

Services out of CELTT include professional development workshops and training sessions, customer care hardware and software support, information security support, and infrastructure management.

CELTT maintains a support request system, Kayako Resolve https://resolve.kapiolani.hawaii.edu/), to track, respond to, and archive the requests. Requests are separated into the following categories: Customer Care Center, Kapiʻolani CC Web, Instructional Support Services, and Room Use Request. Any faculty or staff member can initiate a support request by submitting a ticket in the Kayako Resolve system.

Plan

1. Identify and evaluate needs and budget for instructional software such as Turnitin as campus cost need to be measured against actual usage.

B. Professional Development

All Kapiʻolani CC faculty, including DE faculty, have access to professional development and instructional support services:

- Laulima training
- DE online TOPP & TOSP training courses
- One-on-one consultation and advising for online course design and development
- Applied technology in online course presentations and workshops
- Emerging pedagogical trends presentations
- Shared experiences in teaching presentations
- Online training resources
- Technologies and strategies relative to student support

C. Customer Care Support

CELTT's Customer Care support staff provide technical support to all faculty and staff:

- Computer configuration and setup
- Computer software install
- Computer troubleshooting
- Computer repair
- Basic software support for MS Office and virus scanning
- Desktop networking and phone connection and troubleshooting
- Wireless configuration and connection
- Printer and fax machine configuration, connection, and troubleshooting
- Photocopy machine troubleshooting

D. Information Security Support

Information security is a priority for the College. CELTT has expanded efforts to prevent, provide awareness about, and resolve security threats. A full-time Information Security Specialist was hired in 2016 to take the lead for the campus. The Specialist works closely with the UH Information Security Officer and oversees tasks at the campus.

- Conduct threat assessment and research
- Work with Networking Specialist
- Provide awareness training including recommendations and best practices
- Conduct computer troubleshooting and virus scan updates
- Investigate information security incidents
- Supervise sensitive paper file management and destruction

E. Technical Support for Students

Discussion

Technology support has unofficially been provided to students through various channels, including the Library, campus faculty, staff, and peer mentors. The Library informally provides basic technical support for students using either library computers or their own mobile devices. The Reference Desk staff (Mon-Thr 9am-4:30pm; Fri 9am-3pm; on-call Mon-Fri during off-

hours when Library is open) provide one-on-one support in person or through email and phone with problems and tasks such as printing in the library, using Microsoft Office and Google Drive software, uploading files into Laulima discussion boards, and setting up wireless passthroughs for mobile devices. When questions are unanswerable by Library staff, students are referred to the UH Information Technology Services' Help Desk (Sun-Sat 7am-11pm via phone and email; Mon-Fri 8am-4:30pm in-person at UH Mānoa). However, there is a recognized need for dedicated on campus technical support for all students. In spring 2017, the Interim DE Coordinator and the writing team drafted a memorandum to the Chancellor's Advisory Committee and the Interim Chancellor requesting that the institution provide appropriate and sufficient on-campus technology support to meet the needs of our students by hiring the necessary personnel. A response is still pending.

For DE students who can attend in-person sessions, the Library's Secrets of Success (SOS) program offers 1-hour drop-in workshops led by Kapiʻolani CC faculty and staff on topics such as Microsoft Office applications, Google Apps, and surviving an online course. For all students, the Library provides free access to LearningExpress, an online resource with self-paced courses on Microsoft Office applications, Adobe Photoshop and Illustrator, and understanding Windows operating systems.

Plan

1. The Library will consult the DE Coordinator and relevant campus stakeholders to determine areas of need and the library's role in regards to technology support and preparation for fully online students.
2. Follow up on the memorandum written by the Interim DE Coordinator and writing team to the Interim Chancellor to provide appropriate and sufficient on-campus technology support to meet the needs of our students by hiring the necessary personnel.

XIII. Infrastructure

Discussion

DE courses provide students with access to education through a network of various technologies. Instructors and students interact at a distance without having to be physically present in the same location. Distance learning provides students greater flexibility in achieving their educational goals through audio, video, and computer technologies.

The various campuses within the University of Hawaiʻi system share technology support and technical infrastructure. The University of Hawaiʻi System has created a high-speed digital network connecting all campuses, learning centers, libraries, and Department of Education (DOE) schools. Each of the University of Hawaiʻi Community Colleges ensures that the on-campus networks are constructed and maintained in a manner that takes full advantage of this intercampus network.

The University of Hawai'i System has access to multiple broadband connections spanning Asia, Australia, and the continental Unites States. Kapi'olani CC has access to the UH ITS broadband network through fiber optic cable. The cable terminates at the campus' main distribution frame.

The MDF feeds 36 intermediate distribution frames (telecommunication closets) located across the campus in buildings. Single mode and multi-mode fiber connects the MDF to all IDFs providing a data rate of between 10-100Gbps. From IDF to desktop the data throughput is between 100Mbps and 1Gbps. The campus network is divided into three sections: static IP, DHCP, and wireless. Desktop uses static IP and DHCP at a throughput of 100Mbps to 1Gbps. Wireless throughput capacity is at 1Gbps.

UH System Online Services for Students
UH ITS provides a variety of online systems that service all students, including DE students.

Banner-STAR
Students utilize STAR to view grades and unofficial transcripts, track progress toward graduation, create academic plans toward completing different degree/program requirements, project time to degree completion based on personal matriculation and velocity patterns, search and apply for UH system scholarships, and register in coursework every semester. STAR is connected with Banner (student information system).

Course Evaluation System
eCafe is a course evaluation system used by students to evaluate DE courses and instructors. A new course evaluation system will be implemented in fall 2017.

Learning Management System
Laulima is the UH online LMS based on the Sakai Open Source platform. Upgrades and enhancements were completed during the fall 2016 winter break that added new features, improved ADA compliance, and provide support for mobile devices. A new LMS is scheduled to replace Laulima in 2018.

MyUH Services Portal
This system is a portal for students, faculty and staff to access system and campus apps using a convenient, individually customized view. Featured access includes STAR, Laulima, UH GMail, Directory, UH News, and Library Search.

Enhanced UH Login Security
This project is designed to improve UH security by adding multi-factor authentication capabilities to UH's Web Login. This involves implementing Duo Security, a third party cloud-based authentication system, with UH's Web Login system. Duo has been widely adopted by higher education institutions, and is an excellent way to strengthen security by reducing the risks associated with standard password-based systems. This project will roll out in February 2017.

Plan

Kapiʻolani CC will regularly assess all of its internal campus infrastructure to ensure that the institution provides the required high-speed connectivity to the teaching and learning space, to the business operations, and to the students in general. Necessary upgrades will be implemented based on this assessment.

1. Increase wireless coverage across the campus.
2. Upgrade network to provide data throughput to desktop from 100Mbps to 1Gbps.
3. Develop a cycle of computer replacement across campus.
4. Investigate feasibility and establish a budget for third-party cellular and wireless coverage across campus.
5. Assess administrative processes for areas of improvement.
6. Create a 5-year upgrade plan in the campus' Technology Plan.
7. Provide recommendations to the Chancellor through the CAC Technology Working Group.

XIV. Summary and Recommendations

The current DE plan establishes the beginning of an important conversation as the campus continually evaluates the DE needs of both students and faculty, implements improvements in services and infrastructure, and assesses how those improvements meet identified needs. The success of the plan will be regularly reviewed, with information shared and used to shape future DE plans. Future recommendations include:

1. Further campus discussion of DE course procedures and policies and integrated long-term campus planning to address student and faculty needs.

2. Discussion facilitated by the DE coordinator to collaborate with other campuses to provide diverse course offerings to fulfill an online degree.

3. Greater awareness by students of online course expectations prior to registration (E.g. Syllabus repository, Banner/Class Availability information, STAR GPS integration) and increased student preparation to succeed in an online course.

4. The analysis and dissemination of demographic (i.e. student age, major, residency/current address/location, number of credits completed, etc.) and academic data (i.e. course pass rates, course failure, course withdrawal, semester GPA, re-enrollment, persistence, graduation, transfer, etc.) on online learners to support student learning and success.

5. The development of a process to regularly survey distance learning students on their needs in relation to their learning programs, learning support, and student support services and the accessibility/provision/effectiveness of their learning programs, learning

support, and student support services. This information will then be disseminated with campus stakeholders to improve existing programs.

6. Continuous professional development opportunities for faculty to identify best practices to create or modify existing DE courses.

7. A regular re-evaluation of the DE plan itself as technology is constantly changing and new innovations may transform the nature of DE.

8. Greater public awareness of course offerings at Kapiʻolani CC as the college positions itself to become a leader in DE in the State of Hawai'i.

The DE plan emphasizes a collaborative and integrated approach to address the needs of DE students and instructors. The involvement of various campus stakeholders in this process is integral to ensure student success. As many students will likely take both online and face-to-face courses throughout their academic career the impact of these policies will extend beyond students who take solely DE courses. Thus, the DE plan will directly and indirectly impact the majority of students at Kapiʻolani CC in an ongoing process to identify and implement best practices to promote student engagement, learning, and achievement. Kapiʻolani CC's responses to the ACCJC DE evaluation questions can be found in Appendix F and the institution meets and in many cases exceeds these standards as a testimony to the institution's commitment to DE and its students, faculty, staff, and administration.

XV. Contributors

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Joyce Tokuda…………………...Learning Resources Librarian, Library and Learning Resources
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XVI. Appendix

A. Proposed Distance Education Functional Area of Collaboration (Interim Coordinator)-page 5.

B. Proposed Functional Operations (Permanent Coordination/Liaisons)-page 5.

C. DE Coordinator Responsibilities-page 9.

D. Banner Coding for Distance Education, Off-Site and Technology Intensive Courses (Rev. Jan 2017)-page 9.

E. Distance Education Coordinator Position Description-page 11.

F. Campus Responses to ACCJC DE Questions-page 37.

APPENDIX A

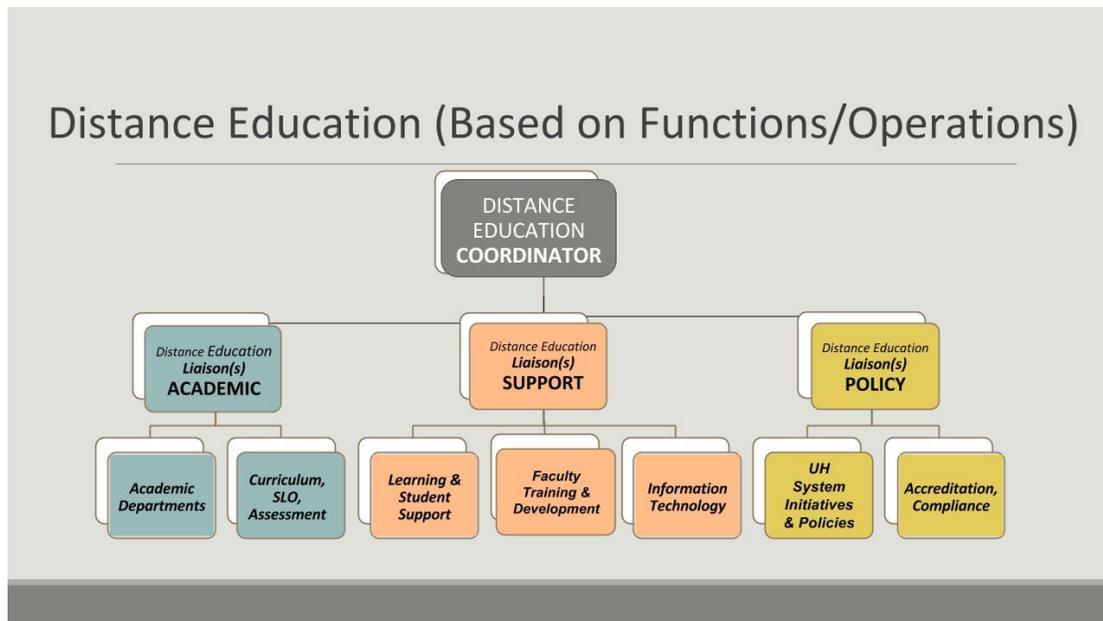## Proposed Distance Education Functional Area of Collaboration (Interim Coordinator)

It is proposed that the Distance Education Coordinator work collaboratively with individuals, groups, and units of the college and UH system to coordinate distance education related efforts and initiatives. Partnerships should include, but not be limited to: instructional, instructional design, learning/student/technology services and support faculty and staff; academic units and departments; Student Affairs; CELTT; Authorized Governance Organizations; Faculty Senate Distance Education (DE) Committee; Office for Institutional Effectiveness (OFIE); and administration.
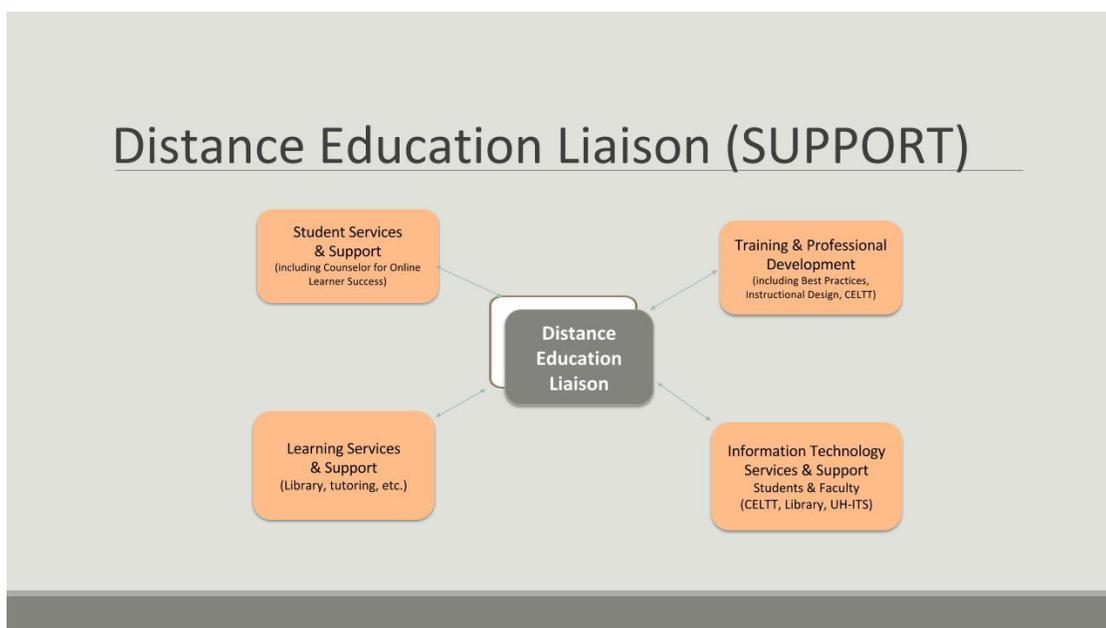

Distance Education: Functional Areas of Collaboration
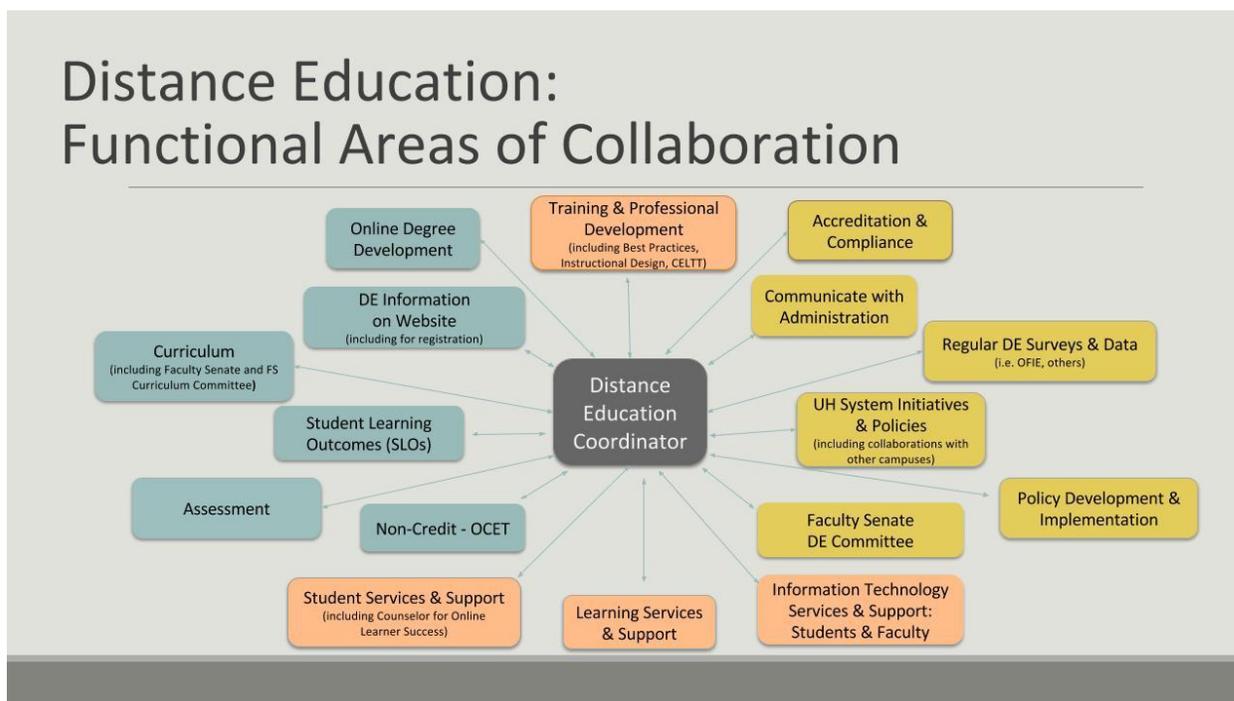
APPENDIX B

Proposed Functional Operations (Permanent Coordination/Liaisons)
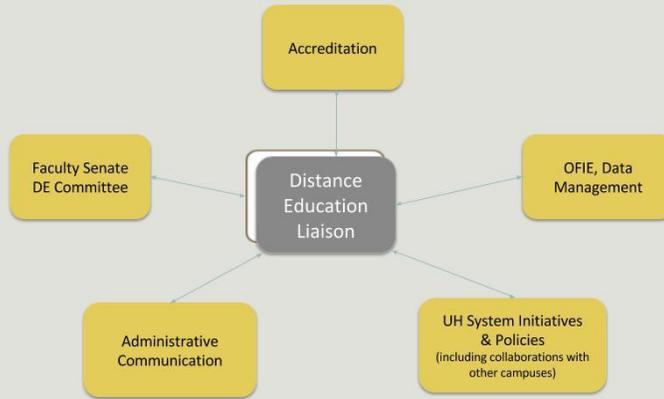
In this model, the Distance Education Coordinator would report directly to the VCAA. The DE Coordinator would collaborate with each operational liaison(s) to effectively and efficiently facilitate the various needs and issues related to distance education at the college. Distance Education Liaisons are individuals from various departments that have direct and indirect responsibility for distance education activities within their specific roles. Depending on the need and involvement, Liaisons may be comprised of faculty, administrative, and/or support staff.

The following charts illustrate the three functional/operational areas (Academic, Support, and Policy) in greater detail.

APPENDIX C

DE Coordinator Responsibilities

*Priorities to be accomplished in the first year or two

1. ***The College will hire a full-time campus DE Coordinator by fall 2017 to collaborate with all DE stakeholders: Faculty Senate, Admin, Library, CELTT, Student Affairs, the UH System, and others (Issues Concerning Instructional Faculty pg. 12).**

2. ***In spring 2018, the DE Coordinator and CELTT will create a template for departments to articulate policies for evaluating online teaching in particular disciplines (Issues Concerning Instructional Faculty pg. 12).**

3. Starting in fall 2018, each department will review and approve DE delivered classes, with guidance from the DE Coordinator and the Faculty Senate approved best practices (Issues Concerning Instructional Faculty pg. 12).

4. ***By fall 2018, each department will review and establish a method of evaluating DE faculty teaching effectiveness, with assistance from the DE Coordinator (Issues Concerning Instructional Faculty pg. 12).**

5. In spring 2018, the Faculty Senate DE Committee will work with the admin and the Faculty Senate to determine and implement a smaller class size policy (Issues Concerning Instructional Faculty pg. 12).

6. The DE Coordinator will develop strong administrative support for the Professional Development Programs, in the form of material assistance through offering of time or resource incentives to faculty. (Professional Development, pg. 15).

7. ***Ensure that DE Coordinator and FSDE Committee work closely together to determine the class review and approval process for distance education courses and programs (Class Development pg. 17)**

8. The DE Coordinator will suggest the class design/redesign need based on student success and outcomes data, and requests from academic and continuing education departments (Instructional Design Support, pg. 16).

9. The DE Coordinator will work with CELTT to prioritize and recommend instructional design/redesign projects (Instructional Design Support, pg. 16).

10. ***Ensure that DE Coordinator and FSDE Committee work closely together to determine the class review and approval process for distance education courses and program (Class Development pg. 17).**

11. Work with the DE Coordinator on any system/campus/discipline DE-related issues including: developing, implementing, and evaluating articulation agreements for DE/CE programs; articulating the principles that apply to the transfer of credit from other DE/CE programs where articulation arrangements do not exist (Federal Regulation); and identifying principles that apply for the approval of granting credit for prior work experience in the institution's DE programs (Class Development pg. 17).

12. ***Explore the AA/AS degrees that could be achieved fully online at Kapiʻolani CC and possibly work with other campuses to coordinate class offerings as students admitted to one UHCC campus can take distance** courses offered through other UHCC campuses [http://www.hawaii.edu/dl/] (Online Degrees pg. 17).

13. ***Identify any barriers to offering courses online in key areas and give instructional design support, equipment, and training as needed to foster development of those online courses where instructors identify a need for support (Online Degrees pg. 17).**

14. Submit to ACCJC necessary substantive change applications to any degrees or certificates where 50% or more of the degree or certificate can be learned online and that were not included in the previous substantive change request (2011) (Online Degrees pg. 17).

15. Explore the DE courses that students need to meet transfer and graduation requirements (Examining Online Course Offerings pg. 18).

16. ***Encourage development of online courses, majors, and certificates in key areas by identifying any barriers and developing appropriate solutions to maintain student enrollment (Examining Online Course Offerings pg. 18).**

17. Explore the current learning needs of the working professional for professional development, as well as continuing education. The workforce is continually changing and therefore this population requires continued education and training to maintain their jobs and to compete in a global work environment (Examining Online Course Offerings pg. 18).

18. ***The DE Coordinator will explore ways to disseminate syllabus information including SLOs and ensure that individual sections of courses adhere to the class objectives/learning outcomes 2017 (DE Scheduling pg. 20).**

19. The DE Coordinator will work to develop a centralized and current list of online courses offered by the college during registration periods (i.e. enhance Class Availability site to

be searchable for online classes or have an additional listing on Class Availability site listing current status of only online courses) 2017 (DE Scheduling pg. 20).

20. ***The DE Coordinator will work to ensure that all information related to access, in-person, location-specific, and/or synchronous requirements for online courses is made accessible to students at the point of class selection and registration (i.e. through the course comments section on the Class Availability site). This information should also be integrated with STAR-GPS for class registration beginning fall 2017 (DE Scheduling pg. 20).**

21. ***Create a committee to assess and provide ongoing recommendations to improve the campus website for all students. These improvements would include recommendations for a specific page for all matters related to distance education. This page would include: links, resources, documents, library, and other essential information for students and faculty involved in distance education (Website pg. 32).**

22. ***Follow up on the memorandum written by the Interim DE Coordinator and writing team to the Interim Chancellor to provide appropriate and sufficient on-campus technology support to meet the needs of our students by hiring the necessary personnel (Technical Support for Students, pg. 34).**

APPENDIX D

Banner Coding for Distance Education, Off-Site and Technology Intensive Courses (Rev. Jan 2017)

1) Instructional Methods for Distance and Off-Site Instruction

An instructional method (IM) code should be entered for all distance learning and off-site courses – all courses that do not require attendance at the originating campus.

CODE	DESCRIPTION
OS	Off Site OS courses utilize face-to-face (in person) meetings at any location(s) other than the home campus that awards the credit. These include courses taught at university and/or education centers, other UH campuses, hospitals, military bases, prisons, DOE schools, and other locations. OS courses may be hybrid, but should be designated as OS if the required face-to-face meetings are at sites other than the home campus.
DCO	Distance-Completely Online DCO courses are available to students at any location. These include all distance education courses for which the primary mode of delivery is through the use of personal computers or similar devices that may access online and offline technologies. DCO courses can apply synchronous and/or asynchronous approaches.
DIV	Distance-Interactive Video DIV refers to distance education courses offered via interactive television or videoconferencing systems to students in specifically equipped rooms at locations other than the offering campus. This includes HITS or H.323 (Polycom) courses to specific locations within Hawai i or beyond.
DTV	Distance-Cable TV (DTV) DTV refers to distance education courses that are offered via Cable Television. These include situations in which a course is offered via Cable Television when specific students may be accommodated by having the course lectures transmitted to them on videotape or DVD.

2) Use the DE Campus Code As Appropriate

The Campus Code of DE is used to manage access to enrollment. The Campus Code on the SSASECT record should be set to DE to indicate that off-campus students across the entire UH system can register for the course (subject to academic eligibility, class restrictions, etc.)

It is important to note that the Campus Code DE designation **will not affect** fee assessment; the fee assessment will **only** be determined by the instructional method. Thus, it is expected that all courses with campus DE would also have one of the four IM types (above) set to indicate the primary mode of delivery so that students in these courses are exempted from certain campus-based mandatory student fees (refer to policy EP6.208).

3) Use the Schedule Type field to indicate Hybrid courses

Eliminate references to specific technologies (DVD, etc.) or distance education in the Schedule Type field. The WEB type can be replaced by the broader type of HTI for Hybrid-Technology Intensive as defined below.

HTI	Hybrid-Technology Intensive
	HTI courses make intensive use of online and offline technologies to such an extent that the schedule of class meetings is altered. The HTI designation may apply to campus-based course or to a distance learning course for which distant students can participate in scheduled meetings either off-site or via interactive video technologies.

4) Promote Use of the Course Comment Field for Details

Campuses should use the course comment field consistently to document all specialized requirements and expectations, including those that relate to technology. Examples could include: "Requires an iPod," "Requires a graphing calculator," "Requires access to ARC/Info GIS software," "Requires a DVD player," "Requires one on-site orientation." etc.

5) Improved Student Access to Course Information

Display Instructional Method and Schedule Type information to students via the record detail for a section in the Class Availability listings.

NOTE 1: REGARDING SEVIS COMPLIANCE

SEVIS regulations specify that, for international students attending a college or university, "no more than the equivalent of one class or three credits per session, term, semester, or trimester may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance" (U.S. Department of Justice/Immigration and Naturalization Service, 2002, § IX). For purposes of this requirement, an online or distance education course includes any class "offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing" (U.S. Department of Justice/Immigration and Naturalization Service, 2002, § IX).

Under this interpretation, only UH courses with IM-types DCO and DTV would be counted toward the limit on classes or credits taken "on-line or through distance education and does not

require the student's physical attendance," while IM-type DIV would be used for (distance education) classes that require the student's physical attendance at a specific location at specific times.

NOTE 2: HOW TO CHOOSE AN INSTRUCTIONAL METHOD

0) Is this course available to students who are not physically at the offering campus?
IF YES: continue to Step 2
IF NO: **Do not enter** an IM Code; Go to Step 4 to consider Schedule Type

1) Does the course require face-to-face meetings at a site other than the campus awarding credit?
IF YES: IM = OS; Go To Step 4 to consider Schedule Type
IF NO: continue to Step 2

2) Is this course offered by HITS or H.323 or other room-based videoconferencing technology to specific pre-determined locations?
IF YES: IM = DIV; Go to Step 4 to consider Schedule Type
IF NO: continue to Step 3

3) Is this course offered via Cable TV?
IF YES: IM = DTV; END
IF NO: IM = DCO to designate completely online; END

4) Does the course make such extensive use of technology that the normal class meeting schedule is altered?
IF YES: Schedule Type = HTI
IF NO: Enter other appropriate Schedule Type

NOTE 3: EXAMPLES OF SELECTING AN INSTRUCTIONAL METHOD

Example 1: Course from any UH campus is offered face-to-face at UH-West Oahu.
IM = OS

Example 2: Graduate course from UH-Mānoa is offered face-to-face at UH, Maui College.
IM = OS

Example 3: A course is offered to a group of students statewide with monthly in-person meetings on each island for the students who reside there and the remainder of the coursework is conducted online.
IM = OS
Schedule Type = HTI

Example 4: Course is offered completely online using Laulima and is available to students anywhere.
IM = DCO

Example 5: Course is offered via live streaming media and is available to students anywhere who can receive it.
IM = DCO

Example 6: Course is offered completely online but an orientation session on-site is required.
IM = DCO/Use Course Comment field to note the required orientation

Example 7: Course is offered via HITS2.
IM = DIV

Example 8: Course is offered to multiple specific locations inside or outside Hawaiʻi equipped with H.323 group videoconferencing facilities.
IM = DIV

Example 9: Course has a required meeting every other week conducted to multiple specific locations equipped with H.323 group videoconferencing facilities and the remainder of the work is conducted online.
IM = DIV
Schedule Type = HTI

Example 10: Course is offered via Cable TV on Channel 55 with tapes sent to a student deployed to Iraq.
IM = DTV

Example 11: A set of pre-recorded lectures is provided on DVD to students who correspond with each other and their instructor via email.
IM = DTV

Example 12: A set of pre-recorded lectures is made available online for downloading by students who also work in Laulima.
IM = DCO

 Example 13: Intensive online work is used to replace 1 of the 2 weekly meetings of a class offered on campus.
IM = b lank
Schedule Type = HTI

Example 14: The course is totally online with no scheduled class meetings but the course is not made available to students other than at the home campus for reasons including but not limited to: required access to specialized physical resource materials, mandatory individual meetings with the faculty member, required physical co-requisite, etc.
IM = blank
Schedule Type = HTI

NOTE: If you need clarification with regard to the various instructional methods or have questions or assistance interpreting the definitions or examples provided, please be sure to contact your campus Distance Learning Coordinator.

APPENDIX E

Distance Education Coordinator Position Description

Kapiʻolani Community College

The Interim Chancellor's Vision for DE

(from Reso-09022016-2_Campus-Vision-for-Distance-Education.pdf)

Our DE program is coordinated by **a single individual** whose responsibilities are to work with
- the academic programs to promote online offerings,
- CELTT to provide professional development,
- the library to integrate academic support,
- OFIE to collect data,
- the Faculty Senate DE committee to monitor policies and procedures, and
- Student Affairs to integrate student support.
- DE coordinator reports to the VCAA to ensure her/his services are provided to all academic areas.
- DE coordinator uses data to monitor student access and student success.

Duties:

1. Under the direction of the Chancellor, coordinate and implement the vision of campus distance education.
2. Develop and implement consensus-based policies and procedures for distance education.
3. Plan, coordinate, implement, and assess strategies and best practices to ensure quality, integrity, and continuous improvement in online courses, programs, and student learning outcomes.
4. Implement DE Plan and help the college meet all applicable accreditation requirements.
5. Disseminate and collaborate with the stakeholders to ensure compliance with current federal, state, and UH system distance education policies, regulatory issues, and initiatives.
6. Recommend and advocate for research-based best practices in online teaching and learning.
7. Work collaboratively to create a campus infrastructure for distance education professional development, academic, technical, and student support.
8. Develop and maintain constructive relationships with the administration, faculty, staff, students, UH System, UHPA, and others.
9. Work with the Office for Institutional Effectiveness (OFIE) to regularly collect and analyze data to improve learning outcomes, student success, and support services.
10. Develop, manage, and assist with funding and grants in support of online learning.

Minimum Qualifications:

Master's degree in Educational Media/Technology or related fields to include: Business, Management, Education, or Leadership. 3 years of teaching Distance Education courses at a community college, using Internet-based learning management systems. Minimum qualifications must be met by the effective date of appointment.

Desirable Qualifications:

DE Coordination & Leadership
1. 3 years of demonstrated managerial experience related to distance education in planning, coordination, implementation, assessment, and implementation of policies and procedures.
2. Demonstrated ability to lead, communicate effectively, and work with teams.

Assessment
1. Knowledge of applicable federal and state laws, rules, and regulations associated with higher education and distance learning, such as the Fair Use Act, the Higher Education Opportunity Act, and Americans with Disabilities Act.
2. Knowledge of the ACCJC accreditation standards and assessment processes in Distance Education.
3. Keeps up with best practices of online teaching and learning, advances in instructional technology, and distance education programs in the state and across the country.
4. Demonstrated ability to gather, interpret, and analyze data to improve student outcomes and student success.

APPENDIX F

The Campus' Infrastructure Responses to ACCJC Questions

Below are the campus' infrastructure responses to ACCJC questions based upon the content in the plan.

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Kapiʻolani Community College provides multiple sites where DE students who do not have high-speed Internet access at home can access computers that connect to the Internet. All buildings have both hardwire and wireless access. Hardwire ranges from 100Mbps to 1Gbps and wireless is at 100Mbps. The Internet connection on campus is supported by and maintained by the Center for Excellence in Learning, Teaching and Technology (CELTT) in collaboration with Information Technology Services (ITS) at the University of Hawaiʻi. ITS provides fiber optic cable to the campus. The cable terminates in the Main Distribution Frame (MDF). Copper lines are provided by Hawaiian Telcom and also terminate in the MDF. The campus is responsible for the network and copper in, and from, the MDF. The MDF is linked to multiple Intermediary Distribution Frames (IDFs) across campus. Monitoring of the network is continuous 24/7. Maintenance is continuous per eight hours a day, Monday through Friday, and is dependent on identified issues. Visual inspections of each IDF is conducted at least once a month. There are two networking specialist responsible for the network and funding for the two positions is from general funds. Funding for equipment and supplies are submitted through CELTT's annual budget.

Faculty have access to desktops and laptops to support their classroom instruction, online learning, online meetings, professional development webinars and conferences. Equipment needs are broken down into three categories. Category 1 is emergency repair/replacement. This happens when equipment breaks down without prior warning. Category 2 is planned replacements and upgrades. Category 3 is what we would like to acquire that meets future growth or new direction. Category 1 and 2 are usually funded. Category 3 is being planned for a 5-year budget cycle.

Currently, the institution does not evaluate the effectiveness of technology meeting its range of needs. However, it is considering an evaluation process in the establishment of Service Area Outcomes (SAOs) that is defined in the Assessment Plan. SAOs will be defined in the new Technology Plan.

CELTT provides basic services that are defined as the infrastructure and hardware that allow individuals to be productive and provides for a safe working environment. These services include network access, Voice Over Internet Protocol (VOIP), copper lines, 2-way radio communications, access to computers, access to printers, photocopy machine network access, fire alarm system network access, building alarm system network access, Heating, Ventilation, and Air Conditioning (HVAC) alarm system network access,

Emergency Call Boxes, security camera systems, and other needs identified in the technology plan.

CELTT is also responsible for planning, developing, and delivering high quality computing and media resources, services for student learning, administrative operations, faculty and staff development, and the delivery of instruction and services. It continues to provide equipment and facilities to support learning, both on-campus and at a distance. CELTT has fifteen laptops for faculty and staff, and for small technology training groups. The software installed includes MS Office, Adobe Acrobat, and other basic programs. In 2016, there were approximately 2,540 requests from faculty and staff for professional, technical, hardware, and software support. CELTT's Ticketing System (Kayako/Resolve) documents course redesign requests, instructor trouble-shooting, and any Laulima, phone, software, hardware, and multimedia issues. The information acquired is used to plan CELTT needs, including budget and staffing. CELTT employees five students and four casual hire positions. CELTT provides support to all students, faculty, staff, and administrators. Faculty, staff, and administrators also support and service DE students.

In addition, faculty and staff may use applications available through Laulima, Kuali Financial System (KFS), Banner, the UH Office of Human Resources (OHR) system, OER initiatives, grant fiscal system, eCafe, Google Hangouts, Skype, Blackboard Collaborate and Halawaʻi (UH ITS implementation of Adobe Connect) to video conference via PC, Mac, and mobile devices. HITS and Polycom are now infrequently used but available for teaching from a distance. In recent years the following improvements have been made to better serve students, faculty, and staff:

Hardware/ Software Upgrades

Everything in the technology plan supports DE. Campus resources are available to DE students who come on campus because they may not have high speed internet access from home, or may not have a computer. One specific upgrade related to DE is the search for a new learning management system (LMS). All other upgrades are for the entire campus, which includes support for DE delivery. Future upgrades for the campus are included in the current technology plan to ensure a robust and secure technical infrastructure, providing maximum reliability for students and faculty.

Software upgrades include operating systems, information security packages, campus server systems [IP distribution, Domain Name System (DNS) distribution, file sharing, firewall, Power Over Ethernet (PoE), VOIP, managed network switches, and web services] MS Office, Adobe Acrobat, and Internet browsers.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

The institution regularly plans to update and replace technology to support its mission, operations, programs, and services. The 2013-2017 Kapiʻolani Community College Technology Plan has guided the institution the past four years and all aspects of the Technology Plan are in support of all instruction, including DE delivery.

With the creation of the new mission statement that the Board of Regents recently approved in 2017, the institution is writing a new Technology Plan to set goals to meet and exceed the technology needs of the campus. DE will shape both the student and faculty needs of the Technology Plan. A new Technology Plan will be presented to the Chancellor's Advisory Committee (CAC) Technology Group and Authorized Governance Organizations (AGOs) in spring 2017. The Technology Plan supports all aspects of instruction, including DE delivery.

Although the technological needs of DE classes may change more quickly than traditional face-to-face courses, Kapiʻolani Community College is dedicated to proactively addressing future technology needs by committing to the periodic review of technological needs on campus. Technology upgrades are directly tied to institutional planning as well as the funding for position requests and are defined in the Technology Plan. Funding is provided through the CELTT budget, Allocation Request Form (ARF) process, grants, and Administrative Services' accounts depending on the project.

All CELTT staff support all forms of instruction, including DE. Additionally, in the past two years, two instructional designers were hired to help faculty integrate technology into their courses and improve the content of DE classes. CELTT also hired a cybersecurity specialist to ensure digital security on campus, a network specialist, and VOIP specialist. Thus, the institution is committed to supporting the hardware, software, and personnel needs of CELTT that is a critical resource for DE faculty and students.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

The institution offers technological resources at the main campus at Diamond Head, the Culinary Institute at the Pacific, the Waianae Health Academy, the Waikiki Mindful Learning Center, Leahi Concept Kitchen at the Parc Hotel, Leahi Hospital, and outreach programs at Waiʻanae and Papakaleo. CELTT staff monitors the servers 24/7 for instructors who may come on campus and the servers are maintained/upgraded on a regular basis. The institution ensures reliable access, safety, and security through the Technology Plan.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and systems related to its programs, services, and institutional operations.

To ensure that faculty, staff, and administrators are supported in the use of technology, CELTT holds regular workshops such as Laulima Tools, Google Apps, and Multimedia Tools each semester. The Library and Learning Resources Unit also offers software classes that non-students can attend. In the summer of 2016, CELTT offered Teaching Online Prep Program (TOPP) to a small group of faculty who voluntarily participated. TOPP will be consistently offered every fall, spring and summer to train faculty new to DE to develop online classes for the coming academic year. It will be part of the recommended best practices that new DE instructors will be asked to take to ensure a quality teaching and learning experience.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

As part of the institution's commitment to create policies and procedures to guide the appropriate use of technology in the teaching and learning process, it has created this DE Plan to assist faculty, staff, and students at Kapiʻolani Community College in DE instruction. The DE Plan is written in conjunction with the Technology Plan of the campus that will be released in 2017 to identify the hardware, software, and personnel needs of the campus. The DE plan marks a critical step in the identification and integration of campus resources and technology to best support the infrastructure needs of students, faculty, and staff.