

Kapi'olani Community College

Insights into Distance Education

Fall 2018 Faculty Survey Highlights



[Survey Background](#) | [Key Findings](#) | [Moving Forward](#) | [Survey Questions and Results in Detail](#)

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Survey Background

Filling in the Gaps | Diving More Deeply into Quantitative Methodology through Surveying

The Kapi'olani Research Scholars Project Distance Education team seeks to answer if the potential initiatives in the Distance Education (DE) Plan are effective.

Quantitative data of successful course completion for students who participated in Success for Online Learners (SOL) and instructors who completed Teaching Online Prep Program (TOPP) yielded inconclusive results at this burgeoning stage of programming. Longitudinal analysis will continue to see if patterns emerge. Additional analytical approaches are also planned, including case studies of individual TOPP completers to see the impact of TOPP on pedagogical practice.

This survey asked distance education faculty what they observe in their students, what makes them successful teachers in an online learning environment, and what resources the campus can provide to improve distance education for all stakeholders. Answers were self-reported and haven't been supported or disproven through additional analysis. For example, if respondents answered that they lack software options, a comparison wasn't made between what the college offers its faculty members compared to peer institutions.

The survey had three objectives:

1. Inform Policy
2. Leverage Resources
3. Shape and/or Justify DE Professional Development Choices

Collaborative Survey Design

Instructional faculty, instructional designers, the online learner success counselor, and an institutional analyst collaborated in a shared Google doc to create questions for the distance education faculty. It was important to provide participants with the opportunity to provide further insight with open-ended answers to empower survey-takers and assure that their opinions mattered and would be heard. Participants could also select all choices that were applicable to their situation, so the values vary for each answer. This was indicated in the survey with "check all that apply" after each question, which has been removed from the listing of questions in the section "Survey Questions & Results in Detail."

Survey Participant Demographics

Any instructor who taught completely online from fall 2015 to fall 2018 was contacted via e-mail through the SurveyMonkey platform. Teachers who taught in fall, spring, and/or summer semesters were contacted.

One hundred fifty-three distance education faculty members in total received the e-mail request. One hundred eleven of those recipients opened the email invitation. Fifty-six instructors answered the survey. Fifty instructors completed the survey. Six people partially completed the survey.

Of those emailed, 37% answered survey questions, which mirrors the 2016 DE Faculty Survey participation rates and is in line with the 33% average response rate for online surveys reported by Nulty (2008)¹ who further explained that for a sample size of 150, 15% participation is the bare minimum required. With a lower-than-ideal response rate and wide variation in the answer choices, the responses may not be reflective as a whole. However, insights from participants act as a guide when asking questions of the larger campus community.

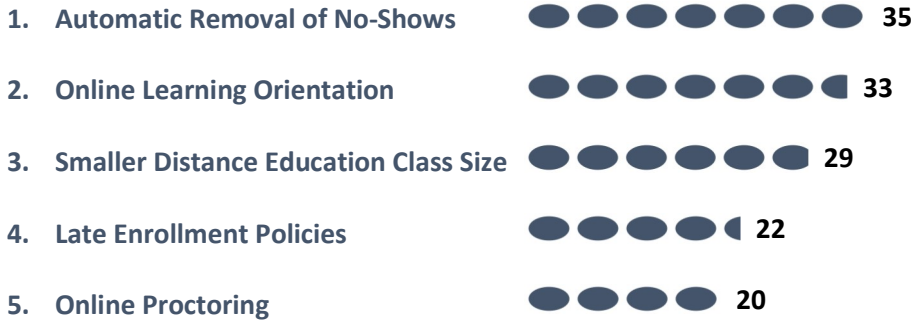
Timeline for Data Collection | September 2018

- 4th Launch Survey
- 10th Send Reminder #1 to those who didn't complete the survey or partial completers
- 18th Send Reminder #2
- 25th Close Survey

¹ Nulty, Duncan D. (2008). The adequacy of response rates to online and paper surveys: What can be done? *Assessment & Evaluation in Higher Education* 33(3), 301-314.

Key Findings | Participant Perceptions on Policy, Resources & Professional Development

Policy | Address five issues to support student success.



Fifty-five instructors provided feedback about what policies the campus can create to foster student success (*Question 3: What issues should be addressed to support greater student success in DE?*).

Five issues emerged. The campus can begin researching the feasibility of the implementation of any of these potential policies. Existing policies or those in development, such as the online proctoring, can continue to be publicized, so instructors are aware of ongoing improvements in campus strategies.

Resources | Continued Investment in Distance Education

The [number of students taking online courses continues to grow](#) and instructors will continue to teach online (*Question 8: If you teach online now, will you continue to do so in the future?*). CELTT continues to be a valuable resource to faculty in both instructional design support and technology training (*Questions 24 and 25*), so ongoing investment in infrastructure and staffing is key to building a technology-focused environment.

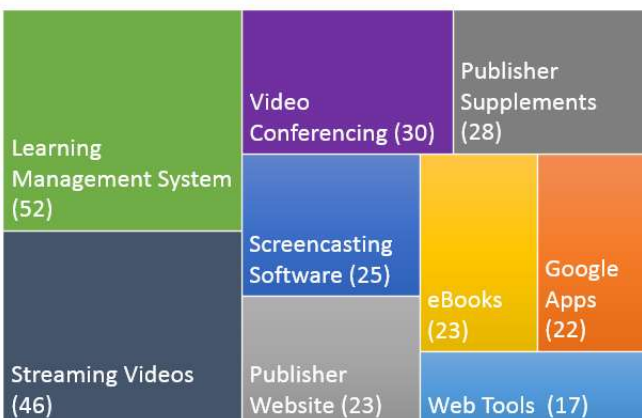
Professional Development | Provide training based on the tools instructors already use.

Out of 54 respondents, 52 use a learning management system (*Question 10: What digital resources do you use in your DE classes?*). Designing a class with an LMS framework is part of online learning. Instructors would like to improve their skillset in using Laulima, the LMS provided by the University of Hawai'i System (*Q35: What additional DE training would you like to see offered at Kapi'olani CC?*). Workshops, such as [the November 2018 session](#) that focused on "maximizing Laulima's potential," supplement self-guided LMS training.

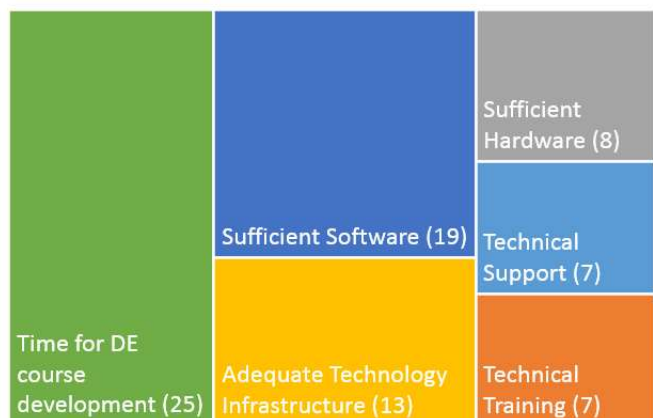
Forty-six participants use videos in class. An option to utilize existing resources and foster cross-campus collaboration could include a partnership between instructional designers and librarians to provide resources to instructors that showcase a wide range of streaming content for classrooms.

Instructors feel crunched for time and could benefit from more time to create online courses. Many feel they lack of sufficient software, so increased training opportunities in what tools are provided by the campus could lead to instructor awareness of what resources exist and empowerment when those resources are applied to their teaching (*Q11: What barriers do you face as faculty when trying to teach DE?*).

Digital Tools Participants Use



What Participants Feel They Lack



Moving Forward

The preceding key findings and the following pages of detailed survey results will hopefully spark conversation about what can be done to improve distance education at Kapi'olani Community College amongst instructional faculty, supporting faculty and staff, and administration.

Survey Questions & Results in Detail

Students

The first section of the survey focused on faculty perception of online students' needs. Two key takeaways mirror the issues instructors face in on-campus instruction, which include the wide range of skills and abilities of the Kapi'olani Community College student and the need for improved interpersonal communication. The third need, a foundational mastery of technological skills, is particularly relevant to online classes.

Instructors

The second section of the survey focused on the perceived professional and pedagogical needs of the distance education faculty. Nearly all survey participants will continue to teach online courses in the future and are experienced in distance education instruction. Due to the time-intensive nature to prepare for online courses, respondents would like more time carved out from their assigned duties to develop online classes and more software options for seamless course creation.

Campus

The final section of the survey focused on how distance education faculty believe the campus can provide greater support to distance education faculty. Policies in technological training for students, as well as fewer classes and smaller class sizes for professors, are possible methods to show support to continue the growth of distance education on campus.



A coded bubble follows each question to emphasize its relevant survey objective:

1. **Inform Policy (P) | Purple**
2. **Leverage Resources (R) | Green**
3. **Shape and/or Justify DE Professional Development Choices (D) | Gray**

Highlights in light blue in the bar graphs show items of interest, such as a significant majority in agreement or a point of interest that may lead to further discussion.

With the exception of irrelevant answers that did not pertain to the question (e.g., "who wrote these questions?"), all open-ended responses were included and grammar and spelling remain unaltered. In those instances where identifiable information was included in a response, brackets and a more general term replace specific information. For instance, if someone mentioned being in the English department, that would be replaced with "[X department]." Repeated responses are indicated with the number of responses in parentheses. If three people answered "Laulima," it would be represented as "Laulima (3)."



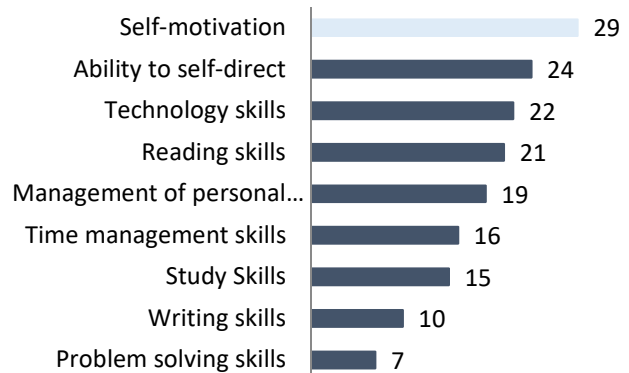
Throughout this section, lightbulbs indicate talking points for further discussion or insights gained from survey respondent feedback.

Q1: In what areas do your DE students excel?

Figure 1 | Q1 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
Technology skills	42.31%	22
Reading skills	40.38%	21
Writing skills	19.23%	10
Time management skills	30.77%	16
Study Skills	28.85%	15
Problem solving skills	13.46%	7
Ability to self-direct	46.15%	24
Self-motivation	55.77%	29
Management of personal responsibilities	36.54%	19
Other (please specify)	28.85%	15
	Answered	52
	Skipped	4



Individual Responses to "Other" in Question 1 (15 total)

only about 20% excel in these attributes

A and some B students are fine; the rest lack in all ways

some students are good at all

Only those students who wish to learn are self-motivated

This is for a 300 level class. My 100 level class was the opposite

It really depends on the student. Many are weak in all of these categories.

Majority of the DE students who remain in the class through the end of the semester possess these skills.

I'm assuming that this question pertains to those who have passed.

Taking responsibility when they fall behind.

The majority of students do well in the areas noted.

excel! none. adequate some. highly variable.

varies hugely from student to student

None (x2)



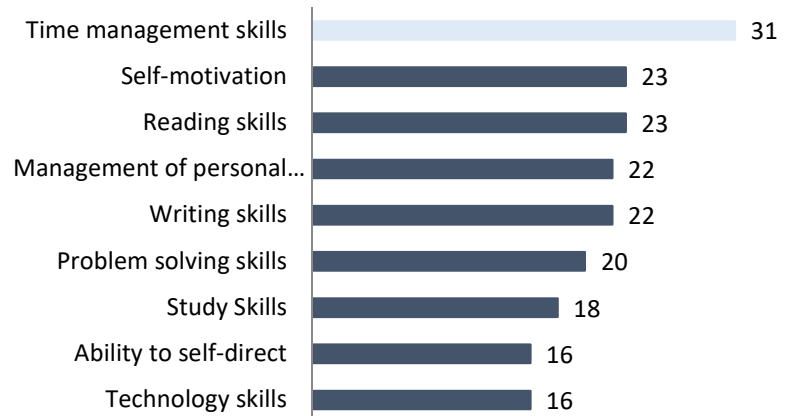
Participants reported that the skills and abilities of Kapi'olani Community College students in online courses are varied. The conversation continues of how an open campus can foster success for every student in all environments, including in online learning.

Q2: In what areas do your DE students most need improvement?

Figure 2 | Q2 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
Technology skills	28.57%	16
Reading skills	41.07%	23
Writing skills	39.29%	22
Time management skills	55.36%	31
Study Skills	32.14%	18
Problem solving skills	35.71%	20
Ability to self-direct	28.57%	16
Self-motivation	41.07%	23
Management of personal responsibilities	39.29%	22
Other (please specify)	17.86%	10
	Answered	56
	Skipped	0



Individual Responses to “Other” in Question 2 (10 total)

about 80% of them need improvement in these

some students have problems with all

about 80% of all students have less than adequate writing skills that emulates from not reading and thus provides barriers to critical thinking and problem solving

They will NOT communicate with me. THAT is the number one problem.

Reading and writing English. Following directions.

It varies between students, and I often can't determine the answer for students who are doing poorly or failing. For instance, if a student fails to complete an assignment, does that show lack of ability to self direct? Lack of ability to manage personal responsibilities? Or lack of the skill itself?

Interpersonal communication in the target language

There is always a significant minority who are weak in these areas.

varies hugely from student to student

Just as participants explained that the abilities of Kapi'olani Community College students in online courses vary, so do their deficiencies.



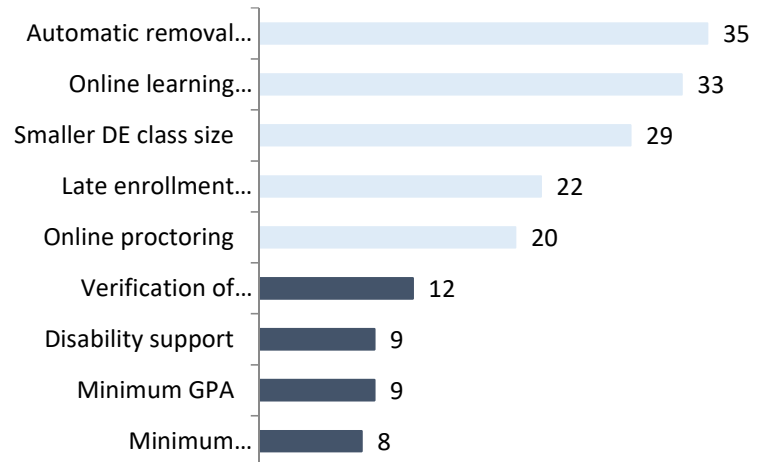
How can the campus increase its teaching of life skills, such as time management and communication, in order to help students thrive in the campus environment and beyond? A starting point may be further analysis of the [Community College Survey of Student Engagement \(CCSSE\)](#), which asks students questions related to their effort and interactions. First, the Office for Institutional Effectiveness (OFIE) can align the perceptions of both faculty and students before identifying the gaps in what the campus is providing to students.

Q3: What issues should be addressed to support greater student success in DE?

Figure 3 | Q3 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
Minimum placement scores	14.55%	8
Minimum GPA	16.36%	9
Smaller DE class size	52.73%	29
Online learning orientation	60.00%	33
Verification of student identity	21.82%	12
Automatic removal of no-shows	63.64%	35
Late enrollment policies	40.00%	22
Online proctoring	36.36%	20
Disability support	16.36%	9
Other (please specify)	30.91%	17
	Answered	55
	Skipped	1



Individual Responses to "Other" in Question 3 (17 total)

- those that need help enter under and unprepared - need reading and study and cognitive skills
- Greater awareness of in-person requirements and time required to be successful in a class before registering in it.
- Pre-req. for my class I would like ENG 100 and/or ESL 100
- the one primary issue is motivating them to gravitate from a read and regurgitate to critical thinking platforms
- Meeting with counselor IN PERSON
- Mandatory teacher training via TOPP and more orientation training exercises like the great pilot that was run last year.
- Automatic removal of non-communicators, at least the threat of that.
- Tech support for students
- Prerequisite On Line Classes
- Simpler website platform and reading and writing English skills
- RE: Smaller class sizes, it is time consuming to try to address every student individually with the larger class sizes.
- English literacy check for understanding of online material
- Tech ability test
- Ensure quality classes and remove incompetent instructors
- Confidentiality or anonymity policies & procedures
- there are so many things wrong with this list
- more support from CELTT with ADA compliances, softwares, network, etc.



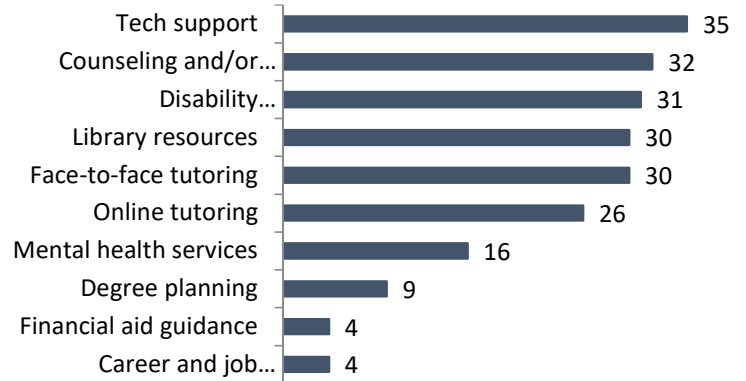
A measurement of English competency and computer skills for each online student could provide instructors with a baseline of student ability to provide the best content for a digital environment.

Q4: What student support services do you promote in your online classes?

Figure 4 | Q4 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
Online tutoring	47.27%	26
Face-to-face tutoring	54.55%	30
Library resources	54.55%	30
Tech support	63.64%	35
Counseling and/or advising	58.18%	32
Degree planning	16.36%	9
Mental health services	29.09%	16
Disability accommodations	56.36%	31
Career and job placement assistance	7.27%	4
Financial aid guidance	7.27%	4
Other (please specify)	10.91%	6
	Answered	55
	Skipped	1



Individual Responses to "Other" in Question 4 (6 total)

resources are provided and messages sent; up to the student to make time for support services

Online textbook course site with resources

Title IX

I promote what [my department] directs me to promote via our Syllabus Addendum

Online tutoring is not available for my discipline. F2F tutoring in my discipline is only available if I recruit, train, schedule, and provide resources for the tutors (who volunteer). The other unchecked items in the list are great for students' overall KCC experience, but are not directly related to their successful completion of my class once they are already registered and the semester has started.

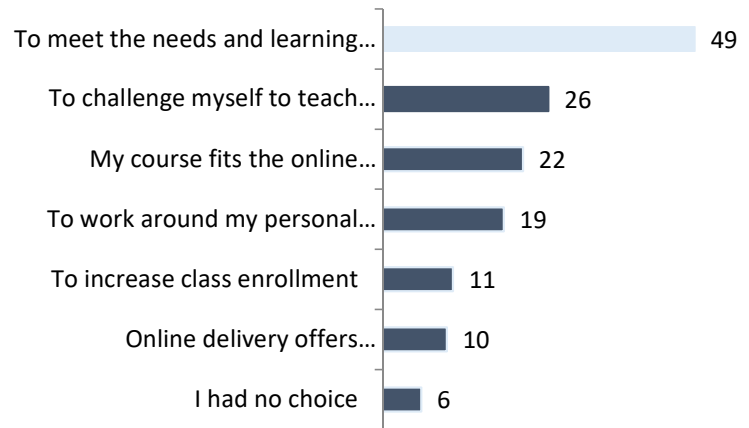
SOL orientation

Q5: Why do you teach DE classes?

Figure 5 | Q5 Summary | Table, Chart, Individual Responses

D

Answer Choices	Responses	
To meet the needs and learning styles of students.	90.74%	49
To increase class enrollment	20.37%	11
To work around my personal schedule and responsibilities	35.19%	19
To challenge myself to teach with technology and media	48.15%	26
My course fits the online delivery mode	40.74%	22
Online delivery offers opportunities for deeper student learning	18.52%	10
I had no choice	11.11%	6
Other (please specify)	18.52%	10
	Answered	54
	Skipped	2



Individual Responses to "Other" in Question 5 (10 total)

I'm really enjoying teaching my literature course online.

The system sets up the offerings from which I can select from

for the convenience of the working professional student

There are not enough F2F classes for a full time load.

To give those students who cannot or have difficulties getting to campus a chance for an education.

I enjoy teaching online

The same as my in-person courses, to make money.

Online is the most cost effective means of delivering anytime-anywhere instruction.

Personal enthusiasm for cutting-edge medium and innovation

learning styles -- debunked concept.



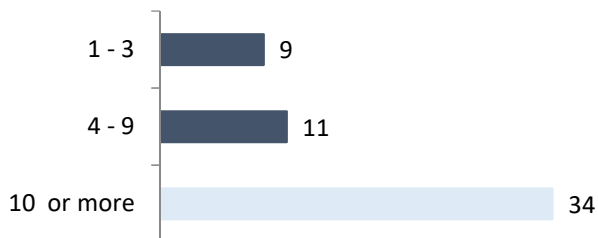
The overwhelming majority of survey participants teach online to meet the needs of their students.

Q6: How many total sections of completely online classes have you taught in the UH system throughout your teaching career, including this semester?

Figure 6 | Q6 Summary | Table & Chart



Answer Choices	Responses	
1 - 3	16.67%	9
4 - 9	20.37%	11
10 or more	62.96%	34
	Answered	54
	Skipped	2

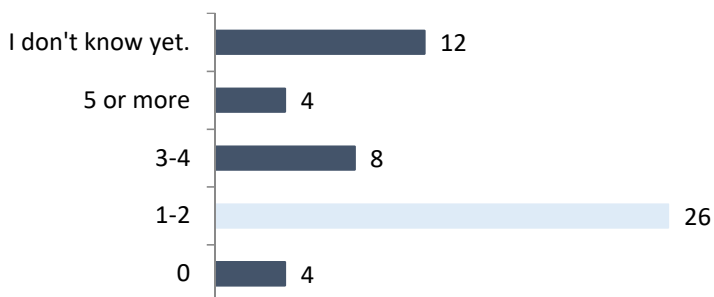


Q7: How many courses will you teach online in spring 2019?

Figure 7 | Q7 Summary | Table & Chart



Answer Choices	Responses	
0	7.41%	4
1-2	48.15%	26
3-4	14.81%	8
5 or more	7.41%	4
I don't know yet.	22.22%	12
	Answered	54
	Skipped	2



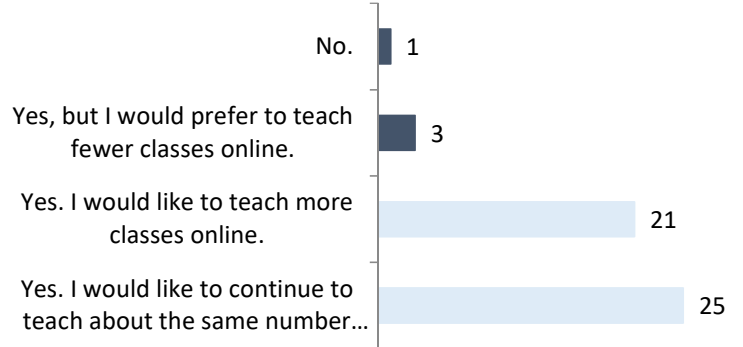
The majority of respondents are experienced in teaching online.

Q8: If you teach online now, will you continue to do so in the future?

Figure 8 | Q8 Summary | Table & Chart



Answer Choices	Responses	
Yes. I would like to teach more classes online.	41.18%	21
Yes. I would like to continue to teach about the same number of classes online.	49.02%	25
Yes, but I would prefer to teach fewer classes online.	5.88%	3
No.	1.96%	1
Maybe.	0.00%	0
N/A	1.96%	1
Add optional comments about your choice here:		7
	Answered	51
	Skipped	5




Q9: If you no longer teach online, what are your reasons?

Figure 9 | Q9 Summary | Table



Answer Choices	Responses	
Someone else is teaching the class online	4.65%	2
My class was not well suited to DE	2.33%	1
My students were struggling (technology, subject content etc.)	0.00%	0
I didn't enjoy teaching DE	2.33%	1
Students prefer traditional classrooms over DE	2.33%	1
I feel I need more training to teach DE well	2.33%	1
N/A	86.05%	37
Other (please specify)	4.65%	2
	Answered	43
	Skipped	13

[A1]  Student enrollment in online classes continues to grow. Now is the time to develop strategies to retain the current distance education faculty while also increasing the number of online instructors. Fortunately, the majority of survey participants will continue to teach online.

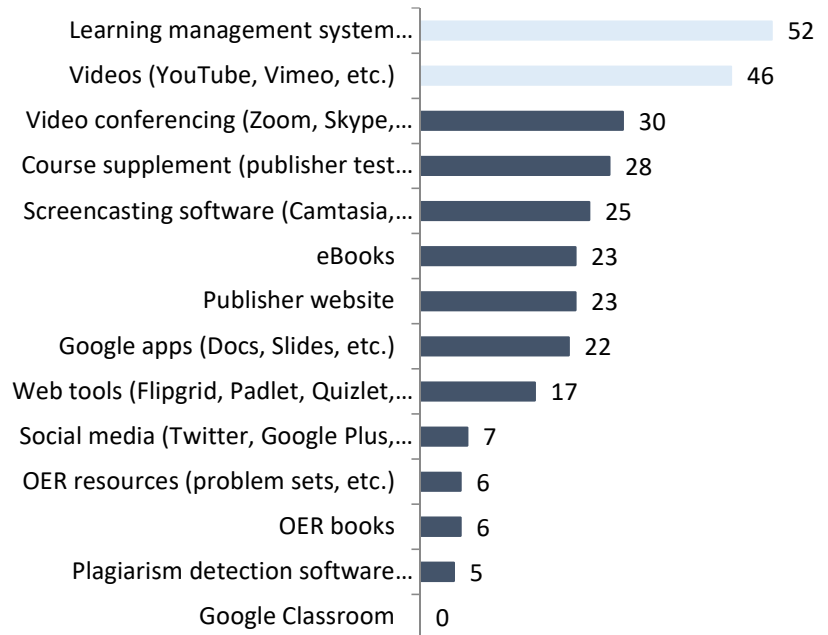
[kw2]

Q10: What digital resources do you use in your DE classes?



Figure 10 | Q10 Summary | Table, Chart, Individual Responses

Answer Choices	Responses	
Learning management system (Laulima, Canvas, Blackboard, etc.)	96.30%	52
Video conferencing (Zoom, Skype, etc.)	55.56%	30
Plagiarism detection software (Turnitin, Unicheck, etc.)	9.26%	5
Videos (YouTube, Vimeo, etc.)	85.19%	46
Publisher website	42.59%	23
Course supplement (publisher test banks, IDAP, publisher PowerPoints)	51.85%	28
eBooks	42.59%	23
OER books	11.11%	6
OER resources (problem sets, etc.)	11.11%	6
Google apps (Docs, Slides, etc.)	40.74%	22
Google Classroom	0.00%	0
Screencasting software (Camtasia, Screencast-o-Matic, etc.)	46.30%	25
Web tools (Flipgrid, Padlet, Quizlet, etc.)	31.48%	17
Social media (Twitter, Google Plus, Facebook, etc.)	12.96%	7
Other (please specify)	9.26%	5
	Answered	54
	Skipped	2



Individual Responses to “Other” in Question 10 (5 total)

I want to use Google classroom for my online class! But I'm required to use Laulima. I want to see this changed in the future so we are allowed to use Google classroom.

Project Gutenberg: www.gutenberg.org

Edpuzzle

WordPress, YouTube

Industry online tools



The overwhelming majority of respondents use a learning management system. Increasing learning sessions dedicated to the LMS capabilities may enhance the faculty experience of using Laulima.

Q11: What barriers do you face as faculty when trying to teach DE?

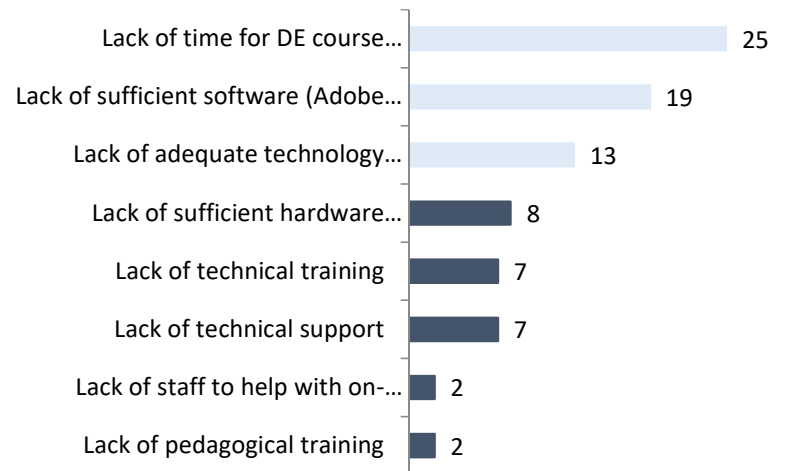
Figure 11 | Q11 Summary | Table, Chart, Individual Responses



Individual Responses to "Other" in Question 11 (21 total)

- Being required to use only Lulima. (I want to be able to use Google classroom.)
- counselors to refer students to
- Main barrier is students are not prepared to discipline themselves for asynchronous learning
- on campus video lab, blue room, etc.
- I am not able to download programs purchased by the department onto my personal laptop (which I had to purchase with my own money because the department wouldn't pay for it), which is where I do my work.
- The DE staff is awesome. It is on me to train more but the resources and support are there
- No vetting process for students and their tech abilities.
- Lulima has "issues"
- Just a good comment - We have good DE Support and the TOPP program is a must!
- With the additional requirement of adding Closed Captions to our online classes, there is not enough support. I feel it is unfair to place a deadline for getting our online classes ADA compliant if the school is not willing to pay for the software or technology that is needed. This means we instructors have to do this manually and it can be a very tedious and time consuming task, and to place a deadline is unfair.
- class size
- In order to develop a fully engaging online course that best positions students to mimic a F2F environment while maintaining the same rigor requires an ENORMOUS amount of effort. We cannot simply be given Lulima as a platform with a list of random OER resources to throw at students and be expected to integrate without ANY course development time. What's even more frustrating is that those faculty who voluntarily signed up to take the amazing TOPP class were never given the TE option to continue with our course development. TOPP helps you prep the first 2 weeks - what about the other 14? We can't be expected to sacrifice summer break (or worse, winter break) to do this. Once we're in the middle of a semester with DE courses, there is no time to continue course development because we are then strained for time to continue actively engaging online with the students, which consumes much more time than a F2F class. The expectations of DE faculty are completely misaligned with any incentive to put in full effort for the most effective DE class design.
- Lack of money for DE course development
- Time to provide immediate feedback.
- Mainly limited by learning management system settings/capabilities
- Taking TOPP, which addresses several of these
- Lack of testing center hours, esp Saturdays and evenings
- None (4)

Answer Choices	Responses	
Lack of adequate technology infrastructure	27.66%	13
Lack of technical support	14.89%	7
Lack of technical training	14.89%	7
Lack of pedagogical training	4.26%	2
Lack of time for DE course development	53.19%	25
Lack of staff to help with on-campus instructional technology development	4.26%	2
Lack of sufficient hardware (Laptops, desktops, mobile devices)	17.02%	8
Lack of sufficient software (Adobe Acrobat, professional licenses for web tools, etc.)	40.43%	19
Other (please specify)	44.68%	21
	Answered	47
	Skipped	9



What policies can be implemented to give distance education faculty the time they need to create quality online courses?

Q12: What course design practices make your DE classes successful?

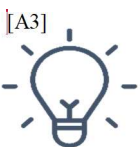
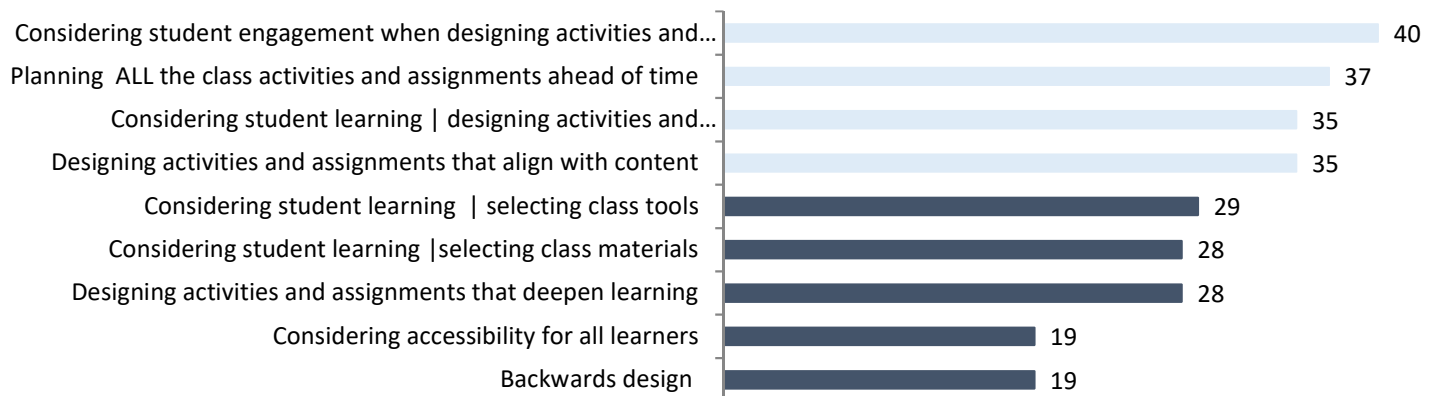
Figure 12 | Q12 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
Backwards design (designing a class from the learning outcomes backwards to activities)	35.19%	19
Designing activities and assignments that deepen learning	51.85%	28
Designing activities and assignments that align with content	64.81%	35
Planning out ALL the class activities and assignments ahead of time	68.52%	37
Considering student learning needs (level, learning style, etc.) when designing activities and assignments	64.81%	35
Considering student engagement when designing activities and assignments	74.07%	40
Considering student learning needs and/or engagement when selecting class tools	53.70%	29
Considering student learning needs and/or engagement when selecting class materials	51.85%	28
Considering accessibility for all learners	35.19%	19
Other (please specify)	16.67%	9
	Answered	54
	Skipped	2

Individual Responses to "Other" in Question 12 (9 total)

- textbook selection is key as students do not read
- Designing the class for an online environment
- videos rather than emails
- designing for student success
- These are all ideal practices that WOULD make a DE class successful. However, again, because we are not given any time to put in the immense effort required for all of this (and please note that these are challenging even in a F2F class, let alone a DE class, where the faculty must discover and master many online tools and resources to substitute for the F2F activities), it's really impossible at the moment to make these practices truly materialize unless we sacrifice our own personal time.
Keep it simple
- Designing courses that extend into the universal web and use popular web applications such as WordPress, Twitter, YouTube, etc.
- Clear and simple course navigation, student interaction



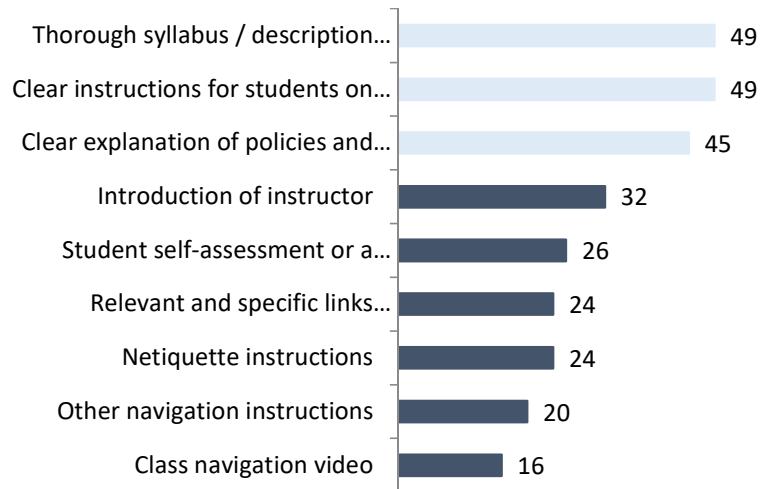
Many factors contribute to a successful online learning environment, challenging those responsible for DE professional development design. A key component for TOPP facilitators is consistent communication with TOPP completers to learn how they have integrated the various course design strategies taught in TOPP.

Q13: What orientation practices make your DE classes successful?

Figure 13 | Q13 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
Clear instructions for students on how to begin	90.74%	49
Clear explanation of policies and expectations	83.33%	45
Student self-assessment or a guide to online learning (i.e. SOL Module 1)	48.15%	26
Introduction of instructor	59.26%	32
Class navigation video	29.63%	16
Other navigation instructions	37.04%	20
Netiquette instructions	44.44%	24
Thorough syllabus / description of assignments	90.74%	49
Relevant and specific links included in syllabus	44.44%	24
Other (please specify)	20.37%	11
	Answered	54
	Skipped	2



Individual Responses to "Other" in Question 13 (11 total)

Also including fun "bonus" videos that are amusing, inspiring, and give my students a little break from the "real" content of the course.

Screencast

An in-person orientation would also help, I think, for some students.

Relevant and specific links included in the Laulima Overview page

A forum dedicated to FAQs, copy of syllabus, & copy of schedule

detailed schedule of assignments and due dates

Welcome letter sent at the beginning of the semester to introduce the instructor the class site and give study hints

Instructor and student video introductions

I provide ALL of these items - yet STILL have to address many navigation and resource accessibility issues due to DE students' lack of reading all information provided.

Open invitation to personally contact me via email for more information 16/7.

frequent, direct contact at the start including phone



The majority of participants rely on fundamental communication skills to set expectations during the orientation phase of the online class experience.

Q14: What communication practices have been effective in your DE courses?

Figure 14 | Q14 Summary | Table, Chart, Individual Responses



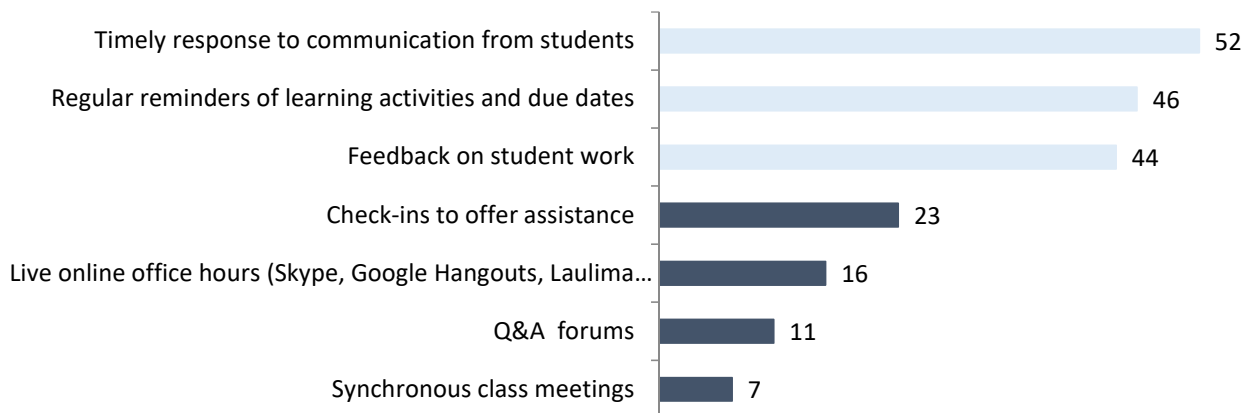
Answer Choices	Responses	
Timely response to communication from students	96.30%	52
Live online office hours (Skype, Google Hangouts, Lulima Chat Room, Zoom, etc.)	29.63%	16
Synchronous class meetings	12.96%	7
Feedback on student work	81.48%	44
Regular reminders of learning activities and due dates	85.19%	46
Check-ins to offer assistance	42.59%	23
Q&A forums	20.37%	11
Other (please specify)	24.07%	13
	Answered	54
	Skipped	2



For survey participants, consistency and relationship building are keys to communicative success in distance education.

Individual Responses to "Other" in Question 14 (13 total)

- available to meet on campus if needed
- Individual conferences with students at the beginning of the semester.
- Announcements and Invitations to in-person activities on campus and in the community
- videos rather than email to communicate lessons
- Weekly lesson plans/modules with checklists
- relationship building via "personal" communications
- Having students send pictures of their problem solving via email.
- After spending \$50 per month out of my own budget to have synchronous (optional) class meetings, lecture recordings, and virtual office hours, I realized what a waste it was because 3/30 students leveraged the resources. I can spend countless hours providing feedback, reminders, and timely response to emails - but only a few students thorough read all of the feedback/information provided. While many of these practices COULD make DE courses effective, of the many I've tried, I don't feel that any of them were particularly effective when I compare my time/effort investment to student learning outcomes.
- I have used all of these communication practices; the ones I checked are the ones that were the most effective.
- email
- Access to the comprehensive schedule for the entire course from day one.
- Early intervention when failing course



Q15: What teaching practices have been effective in your DE courses?

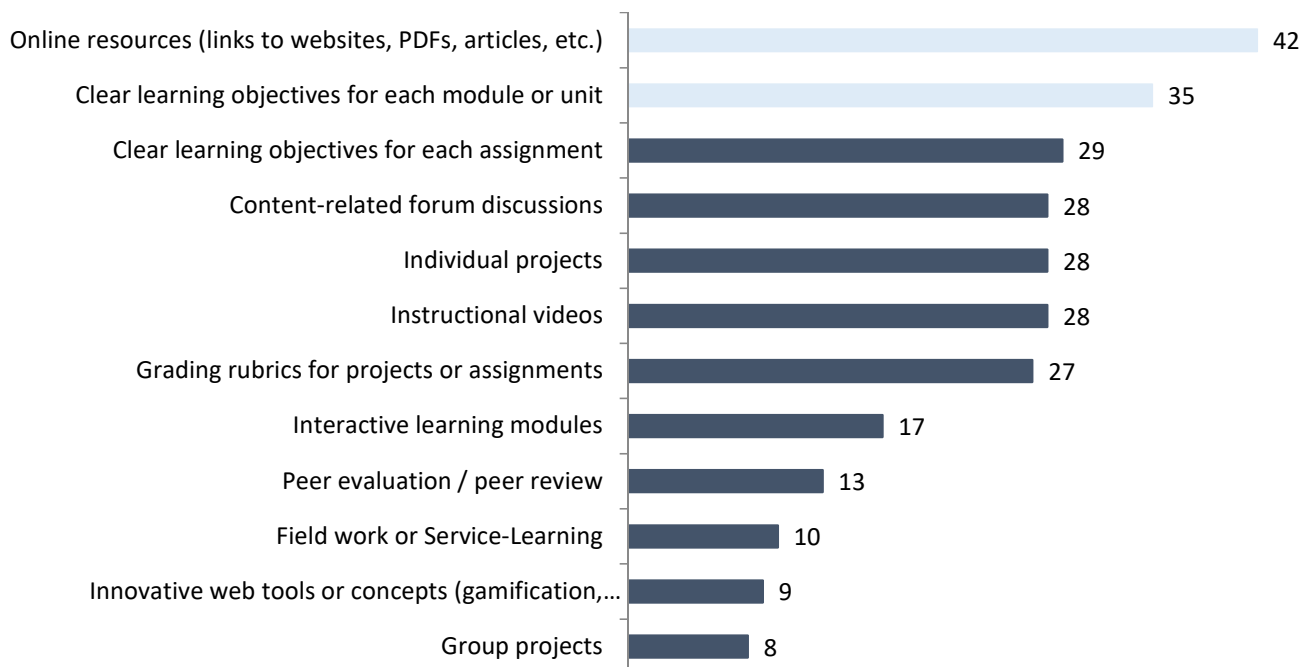
Figure 15 | Q15 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
Clear learning objectives for each module or unit	64.81%	35
Clear learning objectives for each assignment	53.70%	29
Online resources (links to websites, PDFs, articles, etc.)	77.78%	42
Instructional videos	51.85%	28
Interactive learning modules	31.48%	17
Innovative web tools or concepts (gamification, flashcards, social media, etc.)	16.67%	9
Individual projects	51.85%	28
Group projects	14.81%	8
Peer evaluation / peer review	24.07%	13
Content-related forum discussions	51.85%	28
Grading rubrics for projects or assignments	50.00%	27
Field work or Service-Learning	18.52%	10
Other (please specify)	11.11%	6
	Answered	54
	Skipped	2

Individual Responses to "Other" in Question 15 (6 total)

- voice-over lectures in powerpoint presentations
- Civic Engagement Questions
- Of all the items checked that I have tried: some have been effective for a handful of students. But only a group project and service learning (with paired analysis and reflection assignments) have been effective for most students.
- Giving immediate feedback
- Publication of student-generated essays as models or examples.
- Clear instructions for assignments



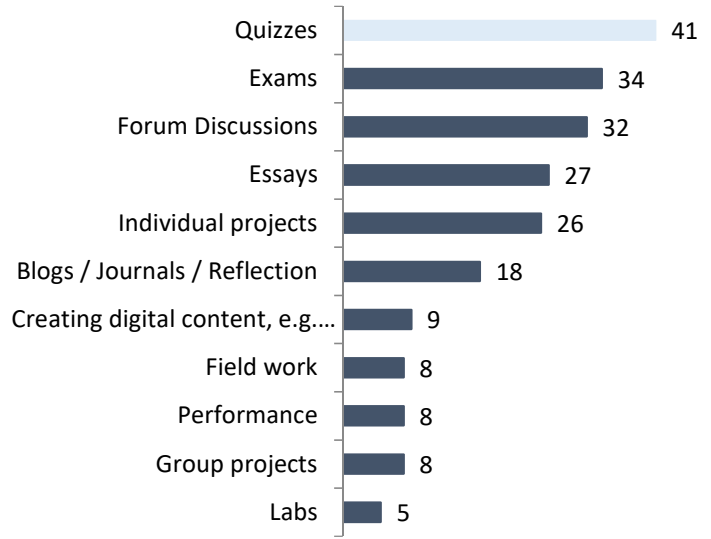
Consistency is prominent in teaching practices as it is in effective communication. Access to resources is also key, so informing instructors of relevant, up-to-date online materials could enhance their teaching experience.

Q16: What types of activities effectively assess student learning outcomes in your DE course?

Figure 16| Q16 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
Essays	50.00%	27
Exams	62.96%	34
Quizzes	75.93%	41
Group projects	14.81%	8
Forum Discussions	59.26%	32
Individual projects	48.15%	26
Labs	9.26%	5
Blogs / Journals / Reflection	33.33%	18
Performance	14.81%	8
Creating digital content, e.g. website, eportfolio, video, etc.	16.67%	9
Field work	14.81%	8
Other (please specify)	7.41%	4
	Answered	54
	Skipped	2



Individual Responses to "Other" in Question 16 (4 total)

- Interview with teacher
- Interactive learning modules assigned as homework
- Selected publishing in student or professional journal.
- simulations. structured work.



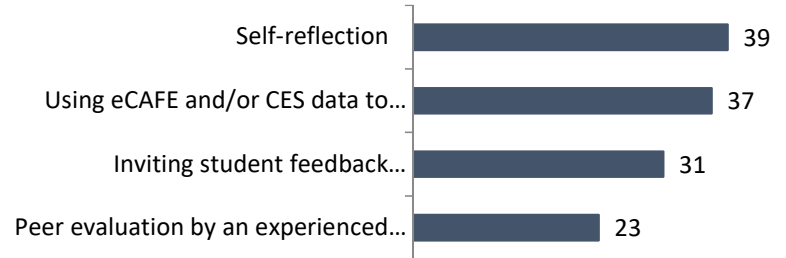
Survey participants selected a wide a variety of methods to assess student outcomes with quizzes as the most popular type. Continued professional development opportunities that emphasize project-based learning, performance assessment, and student-created content in the online learning environment can aid in the development of more diverse assessment methods in the classroom with the goal of improving student learning outcomes.

Q17: What evaluation methods have been effective for improving your DE courses?

Figure 17| Q17 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
Inviting student feedback throughout the semester	58.49%	31
Using eCAFE and/or CES data to improve the course	69.81%	37
Peer evaluation by an experienced online faculty	43.40%	23
Self-reflection	73.58%	39
Other (please specify)	15.09%	8
	Answered	53
	Skipped	3



Individual Responses to "Other" in Question 17 (8 total)

TOPP; Online seminars for new ideas (NISOD, AAC&U, IE, etc.)

Observing student reaction/engagement to various strategies

Peer evaluation by a onsite faculty. Since the online and onsite classes both have the same goal (teaching) I found being evaluated by a faculty who teaches onsite was most helpful.

face-to-face meetings and asking for feedback along with offering help

Feedback from students.

Student reflection

End of course survey to evaluate course design and practice.

none of these are useful in the list



Distance education faculty have multiple methods in course-improvement evaluation strategies. An on-campus or virtual workshop to share their ideas with peers may help generate fresh perspectives in the area of self-assessment.

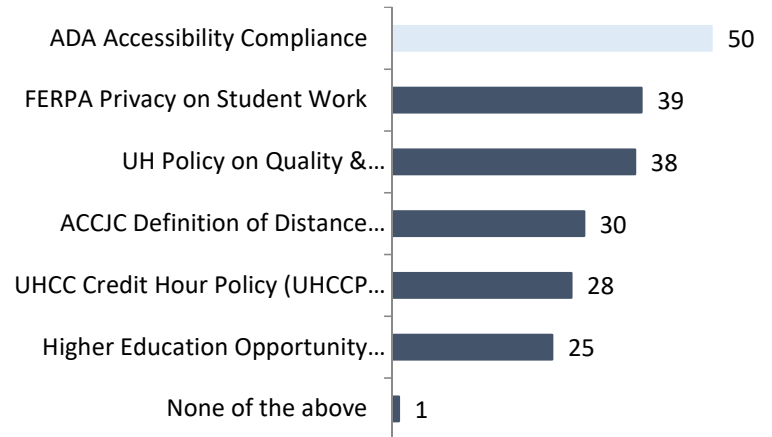
Q18: Online classes must follow rules set by external governmental agencies. Which of the following requirements are you aware of?

Figure 18| Q18 Summary | Table, Chart

P

D

Answer Choices	Responses	
ADA Accessibility Compliance	94.34%	50
UH Policy on Quality & Standards in Distance Learning Instruction (UH EP 5.204)	71.70%	38
UHCC Credit Hour Policy (UHCCP 5.228 IV.A)	52.83%	28
ACCJC Definition of Distance Education vs. Correspondence Education	56.60%	30
Higher Education Opportunity Act regarding Student Authentication (last bullet item on page 2)	47.17%	25
FERPA Privacy on Student Work	73.58%	39
None of the above	1.89%	1
	Answered	53
	Skipped	3



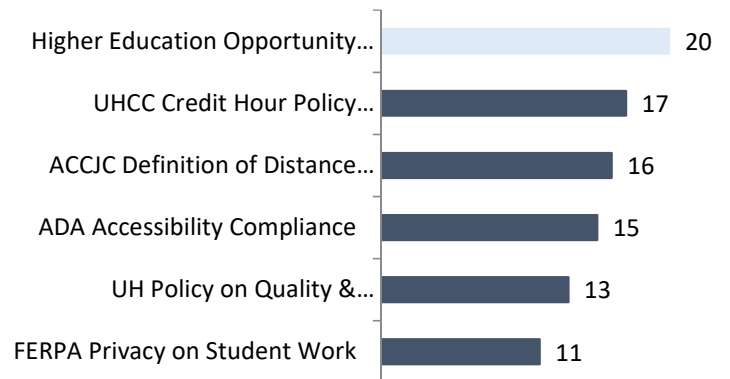
Q19: Which requirements would you like help understanding and/or implementing?

Figure 19| Q19 Summary | Table, Chart

P

D

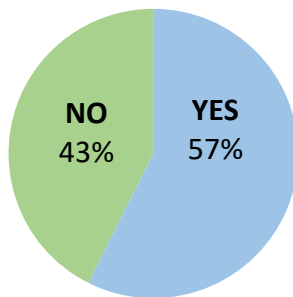
Answer Choices	Responses	
ADA Accessibility Compliance	33.33%	15
UH Policy on Quality & Standards in Distance Learning Instruction (UH EP 5.204)	28.89%	13
UHCC Credit Hour Policy (UHCCP 5.228 IV.A)	37.78%	17
ACCJC Definition of Distance Education vs. Correspondence Education	35.56%	16
Higher Education Opportunity Act regarding Student Authentication (last bullet item on page 2)	44.44%	20
FERPA Privacy on Student Work	24.44%	11
None of the above	31.11%	14
	Answered	45
	Skipped	11



Q20: Have you taken an online course as a student?

Figure 20| Q20 Summary | Pie Chart, Table, Individual Responses

D



Answer Choices	Responses	
Yes	57.41%	31
No	42.59%	23
Add optional comments about your experience here:		8
	Answered	54
	Skipped	2

Individual Responses to "Other" in Question 20 (8 total)

need a way to refer students to a counselor when students don't progress

UH course on teaching online | MOOC on Negotiation

When I was a college student, the internet was not what it was today. I was a sophomore when I was assigned my first email account. Unit Mastery classes were still the norm by the time I graduated.

Taking online courses has helped me better understand how to set up my class.

I never opted for an online class as a student because it didn't suit my learning needs and preferences. Even though I never favored F2F class participation as a student, I very much recognized that my learning from online content (even if well-curated) was still limited without any F2F engagement opportunity. I learned from watching my peers (their studying/note-taking practices) and from watching the instructor walk through examples or lead discussion.

Hybrid

I've completed several completely online in-service workshops from LCC and TOPP from KapCC.

i'm way too old!!!!!!.....



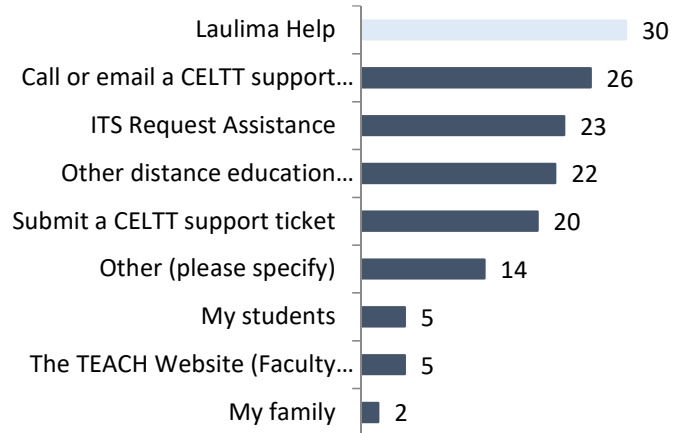
Although TOPP is not taught completely online, its online components serve as a model of best practices for distance education faculty who are in the process of constructing new online courses. TOPP provides an opportunity to those educators who otherwise would not have an opportunity to experience online learning from a student perspective.

Q21: Where do you get support when you have instructional technology questions?

Figure 21 | Q21 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
Laulima Help	61.22%	30
ITS Request Assistance	46.94%	23
Submit a CELTT support ticket	40.82%	20
Call or email a CELTT support staff	53.06%	26
The TEACH Website (Faculty Resources)	10.20%	5
Other distance education faculty	44.90%	22
My family	4.08%	2
My students	10.20%	5
Other (please specify)	28.57%	14
	Answered	49
	Skipped	7



Individual Responses to "Other" in Question 21 (14 total)

- Other colleagues who know Laulima. Email the TOPP team.
- Internet Search (5)
- Publisher for IDAP
- Online forums
- I also consult with a friend who was former IT support staff.
- Discipline-related conferences
- Publishers
- YouTube
- You FORGOT vendor support! TEACH site is dead.
- i figure it out
- CELTT support staff: TOPP instructors



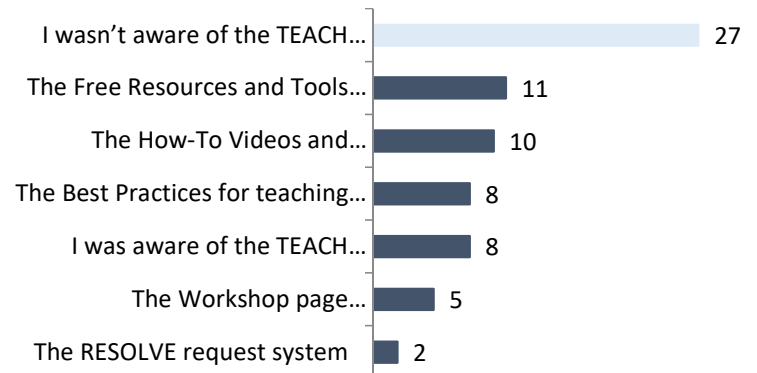
Highlighting different Laulima help sections with demonstrations through campus-wide communication may enhance instructors' fluency in using the learning management system.

Q22: Which aspect of the TEACH website do you find most helpful?

Figure 22 | Q22 Summary | Table, Chart, Individual Response

R

Answer Choices	Responses	
I wasn't aware of the TEACH website.	56.25%	27
I was aware of the TEACH website but I haven't looked through it yet.	16.67%	8
The Workshop page (upcoming and past workshops)	10.42%	5
The How-To Videos and instructions page	20.83%	10
The Free Resources and Tools page	22.92%	11
The Best Practices for teaching online	16.67%	8
The RESOLVE request system	4.17%	2
Other (please specify)	4.17%	2
	Answered	48
	Skipped	8



Individual Responses to "Other" in Question 22 (3 total)

Attend workshops

Q23: What additional faculty resources would improve the TEACH website?

Figure 23 | Q23 Summary | Individual Responses

R

Individual Responses to "Other" in Question 23 (10 total)

11 Answered | 45 Skipped

Free software to download for DE faculty (such as Camtasia etc...

None that I can think of at the moment.

N/A (2)

Make regular notification updates through the bulletin

Don't know.

Being paid to do the extra work.

Remind me what awesome resources are there! Maybe a blurb in each newsletter about something cool available there?

Not sure yet.

it should be made active or drop it

Not familiar with the resource



Outreach and promotion can increase the number of faculty who know that TEACH exists. Consistent updates will also aid in its revitalization.

link: <https://ohana.kapiolani.hawaii.edu/teach/>

Q24: I am satisfied with the quality of instructional design support that CELTT provides.

Figure 24| Q24 Summary | Table

R

D

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable	Total
N	2	1	17	22	7	49
Percentage	4.08%	2.04%	34.69%	44.90%	14.29%	87.50%
Weighted Average of 1.14 based on -2 to 2 scale 49 answered the question 7 skipped it						

Q25: I am satisfied with the quality of technology training that CELTT provides.

Figure 25| Q25 Summary | Table

R

D

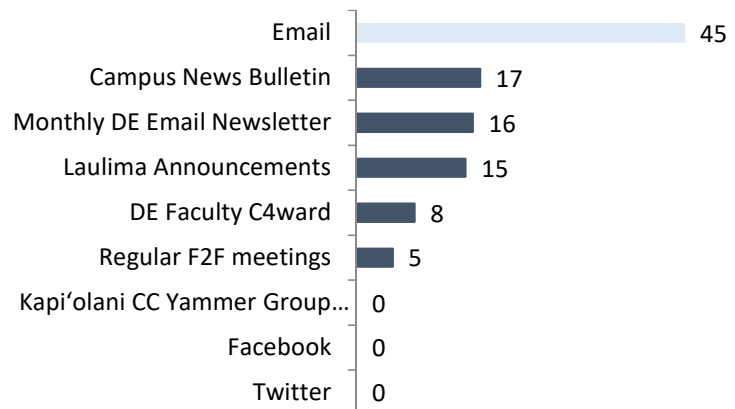
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable	Total
N	2	1	20	19	7	49
Percentage	4.08%	2.04%	40.82%	38.78%	14.29%	87.50%
Weighted Average of 1.08 based on -2 to 2 scale 49 answered the question 7 skipped it						

Q26: What is your preferred method to stay informed of DE-related news and events?

Figure 26| Q26 Summary | Table, Chart, Individual Responses

R

Answer Choices	Responses	
Email	91.84%	45
Laulima Announcements	30.61%	15
Campus News Bulletin	34.69%	17
DE Faculty C4ward	16.33%	8
Regular F2F meetings	10.20%	5
Twitter	0.00%	0
Facebook	0.00%	0
Monthly DE Email Newsletter	32.65%	16
Kapi'olani CC Yammer Group Site	0.00%	0
Other (please specify)	4.08%	2
	Answered	49
	Skipped	7



Individual Responses to "Other" in Question 26 (2 total)

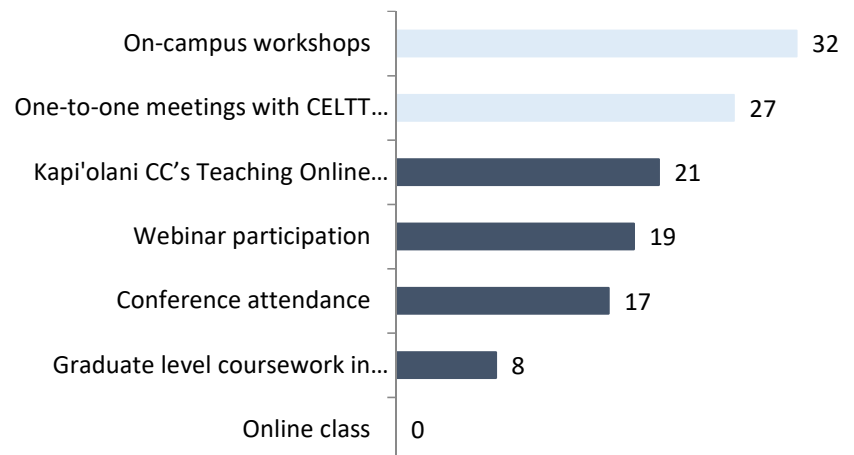
F2F workshops on specific topics	I'd like to see a dynamic CELTT forum dedicated to online instruction.
----------------------------------	--

Q27: Which of the following DE trainings have you completed?

Figure 27 | Q27 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
Kapi'olani CC's Teaching Online Prep Program (TOPP)	45.65%	21
One-to-one meetings with CELTT staff	58.70%	27
On-campus workshops	69.57%	32
Graduate level coursework in educational technology	17.39%	8
Conference attendance	36.96%	17
Online class	0.00%	0
Webinar participation	41.30%	19
Other (please specify)	15.22%	7
	Answered	46
	Skipped	10



Individual Responses to "Other" in Question 27 (7 total)

one on one with faculty

Experience is the best teacher.

Other DE training through LCC

None

TOSP

Online workshops at LCC as well as constant monitoring of the latest trends and issues via the web.



The majority of survey respondents have utilized on-campus services either through workshops or individual sessions with CELTT. During this period in which the college is reducing budgets, these are services that should remain in place.

A Note on DE Trainings

Questions 28-34 ask respondents to talk about how their particular training has benefitted their online teaching with identical answer choices, ranging from the pedagogical to the technological. However, trainings serve different purposes. For example, one-to-one meetings with CELTT may focus on how to use Laulima more effectively while a conference may focus on online student motivation and engagement. Therefore, with differing outcomes, the benefits will also differ. The absence of a particular response does not constitute a lack of quality for any specific training module.

Q28: How has TOPP helped your online teaching?

Figure 28 | Q28 Summary | Table, Chart, Individual Responses



Answer Choices	Responses	
I feel more confident about teaching online	63.64%	14
My class is better organized and easy-to-navigate	81.82%	18
The learning outcomes, activities, and course materials are better-aligned	54.55%	12
The activities are more engaging	45.45%	10
My class offers more opportunities for building a learning community	54.55%	12
My class is more visually appealing	72.73%	16
My class is now as rigorous as a F2F	27.27%	6
My class uses Lulima tools more effectively	63.64%	14
I am more actively engaged	50.00%	11
I enjoy my online students more	27.27%	6
I communicate with my students more frequently	36.36%	8
I am more empathetic for my students	27.27%	6
My feedback to students is fairer	18.18%	4
My feedback to students is more timely	31.82%	7
My feedback to students is more substantive	31.82%	7
I am more comfortable with Lulima	59.09%	13
Other (please specify)	13.64%	3
	Answered	22
	Skipped	34

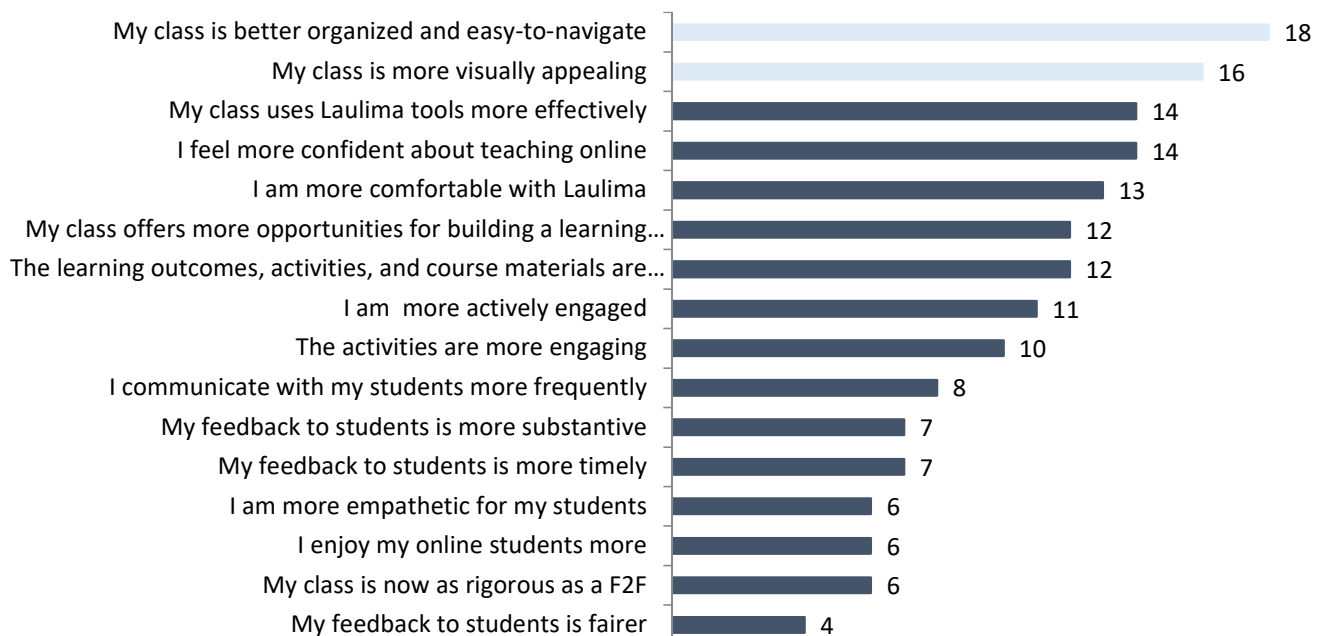
Individual Responses to “Other” in Question 28 (3 total)

Added videos by CELTT; added Google Apps

"My class is now as rigorous as a F2F" is an ignorant outcome.

Provided certification

Respondents have benefitted from enrolling in TOPP in various ways. Follow up case studies with TOPP completers may provide greater insight into specific actions taken by TOPP participants after TOPP. The improvement in effective usage and comfort level with Lulima are highlighted to show that TOPP participation is another avenue instructors can pursue to further their skills in mastering an LMS.

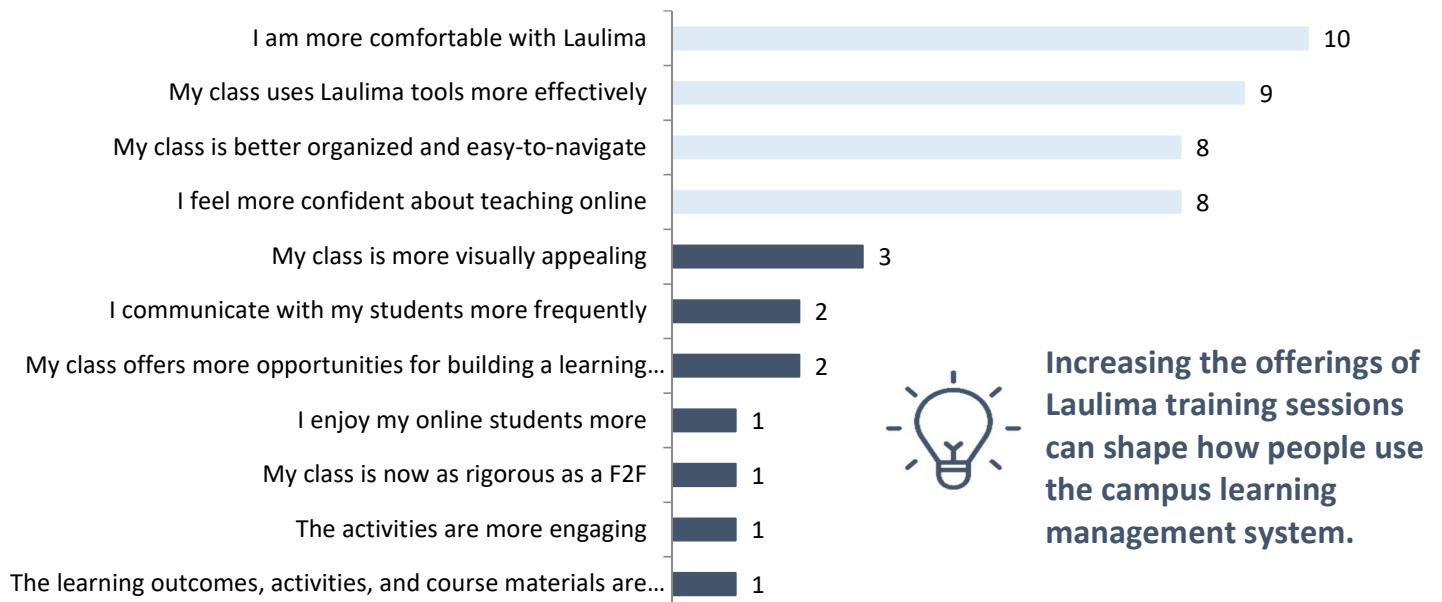


Q29: How have one-to-one meetings with CELTT staff helped your online teaching?

Figure 29 | Q29 Summary | Table, Chart, No Individual Responses



Answer Choices	Responses	
I feel more confident about teaching online	72.73%	8
My class is better organized and easy-to-navigate	72.73%	8
The learning outcomes, activities, and course materials are better-aligned	9.09%	1
The activities are more engaging	9.09%	1
My class offers more opportunities for building a learning community	18.18%	2
My class is more visually appealing	27.27%	3
My class is now as rigorous as a F2F	9.09%	1
My class uses Laulima tools more effectively	81.82%	9
I am more actively engaged	0.00%	0
I enjoy my online students more	9.09%	1
I communicate with my students more frequently	18.18%	2
I am more empathetic for my students	0.00%	0
My feedback to students is fairer	0.00%	0
My feedback to students is more timely	0.00%	0
My feedback to students is more substantive	0.00%	0
I am more comfortable with Laulima	90.91%	10
Other (please specify)	0.00%	0
	Answered	11
	Skipped	45

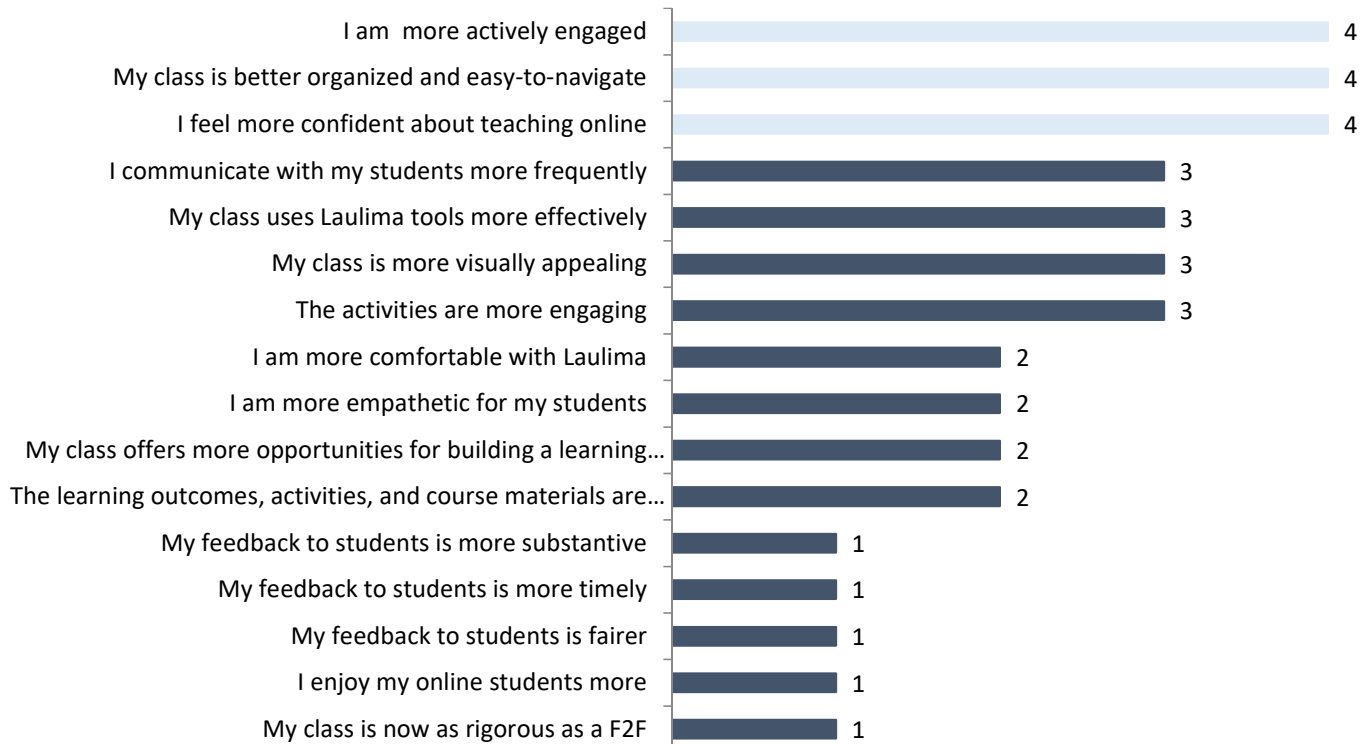


Q30: How have on-campus workshops helped your online teaching?

Figure 30| Q30 Summary | Table, Chart, No Individual Responses



Answer Choices	Responses	
I feel more confident about teaching online	80.00%	4
My class is better organized and easy-to-navigate	80.00%	4
The learning outcomes, activities, and course materials are better-aligned	40.00%	2
The activities are more engaging	60.00%	3
My class offers more opportunities for building a learning community	40.00%	2
My class is more visually appealing	60.00%	3
My class is now as rigorous as a F2F	20.00%	1
My class uses Laulima tools more effectively	60.00%	3
I am more actively engaged	80.00%	4
I enjoy my online students more	20.00%	1
I communicate with my students more frequently	60.00%	3
I am more empathetic for my students	40.00%	2
My feedback to students is fairer	20.00%	1
My feedback to students is more timely	20.00%	1
My feedback to students is more substantive	20.00%	1
I am more comfortable with Laulima	40.00%	2
Other (please specify)	0.00%	0
	Answered	5
	Skipped	51



Q31: How has graduate level coursework in educational technology helped your online teaching?

Figure 31 | Q31 Summary | Table, Individual Response



Answer Choices	Responses	
I feel more confident about teaching online	0.00%	0
My class is better organized and easy-to-navigate	0.00%	0
The learning outcomes, activities, and course materials are better-aligned	0.00%	0
The activities are more engaging	0.00%	0
My class offers more opportunities for building a learning community	0.00%	0
My class is more visually appealing	0.00%	0
My class is now as rigorous as a F2F	0.00%	0
My class uses Lulima tools more effectively	0.00%	0
I am more actively engaged	0.00%	0
I enjoy my online students more	0.00%	0
I communicate with my students more frequently	0.00%	0
I am more empathetic for my students	0.00%	0
My feedback to students is fairer	0.00%	0
My feedback to students is more timely	0.00%	0
My feedback to students is more substantive	0.00%	0
I am more comfortable with Lulima	0.00%	0
Other (please specify)	100.00%	1
	Answered	1
	Skipped	55

[Write-in answer redacted to due identifiable information.]

Q32: How has conference attendance helped your online teaching?

Figure 32 | Q32 Summary | Table



Answer Choices	Responses	
I feel more confident about teaching online	0.00%	0
My class is better organized and easy-to-navigate	100.00%	1
The learning outcomes, activities, and course materials are better-aligned	0.00%	0
The activities are more engaging	0.00%	0
My class offers more opportunities for building a learning community	0.00%	0
My class is more visually appealing	0.00%	0
My class is now as rigorous as a F2F	0.00%	0
My class uses Lulima tools more effectively	0.00%	0
I am more actively engaged	0.00%	0
I enjoy my online students more	0.00%	0
I communicate with my students more frequently	0.00%	0
I am more empathetic for my students	0.00%	0
My feedback to students is fairer	0.00%	0
My feedback to students is more timely	0.00%	0
My feedback to students is more substantive	0.00%	0
I am more comfortable with Lulima	0.00%	0
Other (please specify)	100.00%	1
	Answered	1
	Skipped	55

[Write-in Response: Conference attendance provided me with the ability to discuss shared problems with other faculty. That was the most useful element.]

Q33: How has webinar participation helped your online teaching?

Figure 33 | Q33 Summary | Table

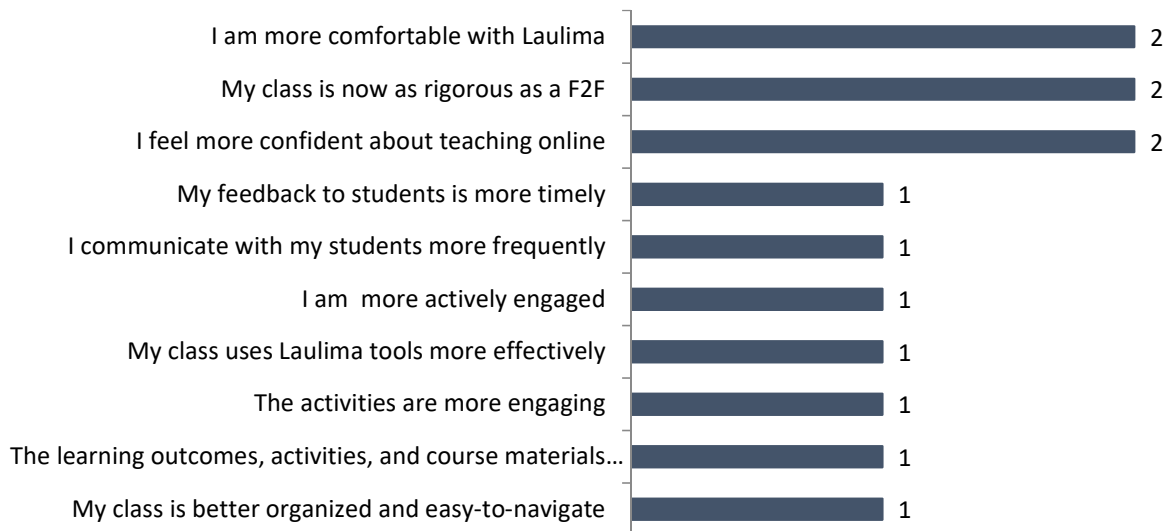


Answer Choices	Responses	
I feel more confident about teaching online	0.00%	0
My class is better organized and easy-to-navigate	100.00%	1
The learning outcomes, activities, and course materials are better-aligned	100.00%	1
The activities are more engaging	0.00%	0
My class offers more opportunities for building a learning community	0.00%	0
My class is more visually appealing	0.00%	0
My class is now as rigorous as a F2F	100.00%	1
My class uses Lulima tools more effectively	100.00%	1
I am more actively engaged	0.00%	0
I enjoy my online students more	100.00%	1
I communicate with my students more frequently	100.00%	1
I am more empathetic for my students	100.00%	1
My feedback to students is fairer	0.00%	0
My feedback to students is more timely	0.00%	0
My feedback to students is more substantive	0.00%	0
hid	0.00%	0
I am more comfortable with Lulima	100.00%	1
Other (please specify)	0.00%	0
	Answered	1
	Skipped	55

Q34: How has other DE training helped your online teaching?

Figure 34 | Q34 Summary | Table, Chart, Individual Responses

Answer Choices	Responses	
I feel more confident about teaching online	50.00%	2
My class is better organized and easy-to-navigate	25.00%	1
The learning outcomes, activities, and course materials are better-aligned	25.00%	1
The activities are more engaging	25.00%	1
My class offers more opportunities for building a learning community	0.00%	0
My class is more visually appealing	0.00%	0
My class is now as rigorous as a F2F	50.00%	2
My class uses Lulima tools more effectively	25.00%	1
I am more actively engaged	25.00%	1
I enjoy my online students more	0.00%	0
I communicate with my students more frequently	25.00%	1
I am more empathetic for my students	0.00%	0
My feedback to students is fairer	0.00%	0
My feedback to students is more timely	25.00%	1
My feedback to students is more substantive	0.00%	0
I am more comfortable with Lulima	50.00%	2
Other (please specify)	50.00%	2
	Answered	4
	Skipped	52



Individual Responses to "Other" in Question 34 (2 total)

All courses in our department meet the F2F standards.

NA

Q35: What additional DE training would you like to see offered at Kapi'olani CC?

Figure 35 | Q35 Summary | Individual Responses

Open-Ended | 22 Answered | 34 Skipped

Training on Google classroom.

short tricks with laulima

Training on how to motivate students to commit to asynchronous platforms

Laulima training for those new to DE.

More Zoom; Camtasia (if we have licenses)

Current Trends in DE. Events that bring students and faculty together to share ideas.

I'd like to learn more about web tools and know that we have had workshops and just haven't been able to attend because of class time conflicts. I'll get there one day!

It's not training I'd like but rather a better functioning Laulima (a hard ask, I know) and access to programs/software that would improve my course.

It's not so much additional training, but rather more access. Some require attendance at a specific time and place, which is difficult, if not impossible, for someone in my circumstance.

Proctor U

Accessibility training

I look forward to someday participate in TOPP for expanding online offerings.

Training for hybrid teachers. Advanced training. Opportunities for online teachers to share their courses.

Don't mind intensive classes (shorter in duration but longer hours per day) during Spring break or Christmas break or Summer break.

Camtasia.

More outside tools compatible with Laulima learning management system

Instead of a one-size-fits-all, shotgun approach to online instruction training, I'd like to see a more organic, natural, open, flexible, perhaps modular approach that, like flowing water, adjusts to and accommodates individual or small-group instructor needs.

Video and animation creation

faculty should start by at least being as competent as an ICS101 student

None (3)

Q36: What can the campus do to better promote and support DE?

Figure 36 | Q36 Summary | Individual Responses Open-Ended | 28 Answered | 28 Skipped

Maybe share stories from instructors and students about how DE courses are more fun, engaging, better learning experiences.

counselors to help students progress !!!

Smaller class size for DE classes; access to information on class details for students such as in-person and time requirements for class; instructors to have consistency in when open class sites and how/when students are notified of this, course navigation instructions, providing timely communication and grading of assessments with students.

I recommend one face to face session at the start of the semester where the instructor can review the Laulima platform and what is expected from the students

Why?

Provide fast and multiple platforms for DE faculty (laptop and desktop and ipad). I am constantly using my own technology. Provide FREE and easily downloadable software for DE faculty (campus should buy site licences). Provide release time to update online courses. Ensure that all online courses have similar time requirements. Prevent counselors from telling students they can take five three credit courses (which should add up to around 60 hours of work) AND work 40 hours a week (this happens, just had such a student in my office).

Offer training at various times...such as Fridays or Monday afternoons. I am usually in classes teaching and can't make a lot of the offered sessions.

Assistance in creating videos - return to level of studio support available in Cable course days if funding can be obtained. If not, physical studio and support for instructors themselves to produce high quality videos.

You are on the right track. Staffing for DE support is being addressed that helps for sure. Perhaps have more mandatory training for students taking DE classes.

I think that there can be more accountability by administration for consistency in quality of our DE courses campus wide. I have received concerns from students that some online courses are poorly organized and managed. They feel they are not getting their tuition money's worth.

Decrease student enrollment in online sections to give instructors more time to handle the greater diversity of issues that arise with online learners and their support, as well as improve the quality and quantity of feedback they can offer.

For students that are interested, some sort of preparation--students that have never been online before shouldn't take an online class. It's too jarring, too difficult to cope. I lose one to two students a semester to this.

Give us access to online institutional licenses to sites like turnitin.com, ProctorU, Adobe Acrobat Pro

Develop a better campus web site.

Communication of DE issues and happenings across the whole campus. Transparency to faculty that are not aware of the positives of online learning

Lower class size, dropping no shows, paying for video recording such as screencastify

Provide TEs for course development/redevelopment for faculty who completed TOPP prior to the new incentive program. While we invested a lot of time into it, this was during summer break (or during the semester) and our time was very limited. Personally, even though I invested about 5-6 hours per week to complete the course requirements and explore suggested resources, I would have spent double that time and I would feel much more confident in my course content, its alignment with course outcomes, and its effectiveness in student engagement and course completion. I don't think we need to redo the course, but maybe there could be a phase 2 TOPP for the early adopters to make DE course improvements relative to where we started after TOPP.

I think the campus needs to focus on educating our students regarding the time and effort requirements of DE. Many still believe that the courses are easier and take less time. I think SOL helps.

Q36 continued:

What can the campus do to better promote and support DE?

Reduce class sizes. It's very exhausting to provide one-to-one feedback for every student asynchronously, which is what appeals to most of my students.

Have in-person training, since I don't like taking courses on line.

Smaller class sizes for online classes; other ways to give online teachers more time for course development and communication with students. Open more degree and certificate pathways. Offer modules for teachers to use in their classes, if needed (like time management, research, effective studying, notetaking or getting the most out of video presentations, etc.).

Align ALL campus to require in person or proctored exams.

Decrease class size So that faculty will have more opportunities to provide direct assistance to or contact with students

Provide a better learning management system and not have updates occur right before the semester starts

Highest priority ought to be to distance fully online instruction from the moniker "distance ed" or "DE." These are two distinct media. DE implies a homebase or campus with other sites serving as satellites. Online instruction is different and has no such implication or limitation. Instructors and students can participate from anywhere in the world at any time. Ignoring this distinction has tremendous consequences for the growth of online programs. Perhaps the most obvious and most fatal is that the college approaches fully online courses as campus-based offerings, inviting F2F administrative procedures that hogtie further development. Just as DE is not online instruction, hybrid or blended F2F/online courses are not online courses. Blended implies a campus base. Distinguishing between fully online, on the one hand, and blended and DE, on the other, is the first step toward developing a dynamic completely online program that takes full advantage of the anytime-anywhere advantage for students, instructors, and institution.

Te for course development and lower class enrollment

Encourage OER

We're on the right track!