



UNIVERSITY of HAWAII®
KAPI'OLANI
 COMMUNITY COLLEGE

memorandum

November 14, 2016

To: Susan Inouye, Chair, Faculty Senate

Subject: Response to Faculty Senate Resolution 09022016-2: Campus Vision for
 Distance Education

The Faculty Senate Resolution requesting the campus vision for distance education (DE) is timely. ACCJC has sharpened its focus on all aspects of DE at the same time that access to and enrollment in DE classes, both those totally online and hybrid classes, increases.

A number of areas of the College are currently focusing their energies on DE:

- CELTT is beginning to draft a plan for DE
- Kristie Malterre has been assigned to serve DE students
- The Faculty Senate DE committee is requesting data from OFIE
- Helen Torigoe has initiated a survey of DE teachers
- A biennium budget request has been submitted to the Board of Regents for four positions related to DE at KCC: a Coordinator, an Instructional Designer and two Technical Support positions

The need now is for us to pull these elements together to move DE forward in a singular direction.

The Interim Chancellor's Vision for DE

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

Our DE offerings are **intentional and focused**. The focus is not on the percentage of online courses as much as programmatic offerings. Students can complete selected credentials by taking all required courses online. All the required courses for the

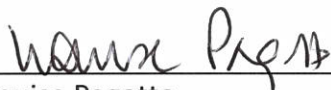
credential are offered regularly and predictably. The credentials selected for online delivery are determined based on student demand or programmatic needs.

Our DE faculty use **best practices for engaged online learning**. The faculty and students interact online in ways that promote student learning. We offer professional development opportunities for faculty and provide the technical support necessary to deliver rigorous, engaging, high quality learning. The professional development training is required for faculty, including lecturers, teaching online for the first time.

Our DE coordinator uses **data to monitor student access and student success**. Students in DE classes do just as well as students in face-to-face classes. We know the salient characteristics of the students in online classes and know how best to support them. We regularly ask faculty to evaluate the support they receive for online instruction. We regularly ask the learners to evaluate their access to and the quality of their online classes. To answer the Faculty Senate's question about course success rates, a UHCC policy on "institution set standards" is currently being drafted. The standards is the same for all modes of delivery. In the past, our annual report to ACCJC has listed 75% as the institution set standard for successful course completion. In our most recent report to ACCJC that institutional success rate was 71.8%.

Our DE students have **access to quality student and academic support**. Counselors are available online. We understand the needs of online learners, have tools to assess the needs of online learners, and know how to provide intrusive advising and success strategies to those that struggle. Effective tutoring support is available online. Library services are comparable to those delivered to onsite students.

Realizing the vision will require a commitment by all the sectors of the College to collaborate. Most importantly, realizing the vision requires a commitment of resources. Given the importance of effective online teaching and learning, those commitments will be made.



Louise Pagotto
Interim Chancellor