



# *2022-2027 Distance Education (DE) Plan*

Kapiʻolani Community College

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## *Summary*

Despite the disruptions of the COVID-19 pandemic, Online Education at Kapi'olani Community College (Kapi'olani CC) is in excellent shape:

- Even though overall enrollments are dropping, [online enrollments are holding steady, and even rising](#).
- The Online Education Advisory Workgroup (OEAW), the Faculty Senate Distance Education Committee (FSDEC), and the DE Coordinator are proactive in addressing Accrediting Commission for Community and Junior Colleges (ACCJC) and federal DE-related requirements.
- Program coordinators and advisors have established protocols of inclusion and open communication as the DE program evolves.
- The institution is delivering high quality online learning experiences for its students.
- The institution is currently ranked as the [#4 Best Online Community College in the nation](#) (College Consensus) and as the [#1 Best Online Associates and Community College Program in Hawai'i](#) (University HQ).

- The institution provides high quality professional development experiences for our faculty and staff, and for faculty and staff across the UH System.
- The institution and individual members of the OEAW have won multiple awards for TOPP (Teaching Online Prep Program), including the [Wo Learning Champions 2019 Community Building Award](#), the [Campus Technology 2019 Impact Award in the Teaching & Learning Category](#), the [UPCEA 2020 Strategic Innovation in Online Education](#), and the [UPCEA 2021 West Region Outstanding Service Award](#).
- The institution has won a national award, the [UPCEA 2022 Strategic Innovation in Online Education Award](#), for the interconnected web of initiatives that make up our DE Program.

Therefore, the campus is well-positioned for DE growth. Effective growth will require prioritizing DE in terms of resource allocation in general. It will also require addressing the following areas specifically. Some of these areas are already strengths and need maintenance; others will require more significant development.

- [Institutionalization of the DE Coordinator Position](#)
- [Digital Accessibility Support](#)
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Online Education promises increased enrollment, educational opportunities for students who find traditional in-person learning inaccessible, and rich learning experiences for all students. Because of this promise, online learning must play a significant role in campus operations for the foreseeable future.

## *Introduction*

By March of 2020, most of the 65 action items of the [2017-2020 DE Plan](#) had been **implemented** (except for some aspects of the plan that had warranted revision during execution). This includes the following priority items: the DE Coordinator position, more Instructional Designer (ID) positions, the establishment of a [Web Advisory Committee](#), the development of a resource website for DE faculty ([TEACH](#)), the creation of an embeddable module preparing students to succeed in online classes ([SÖL--Success for Online Learners](#)), and the [always-current list of available online classes](#). Other priority items are by nature ongoing.

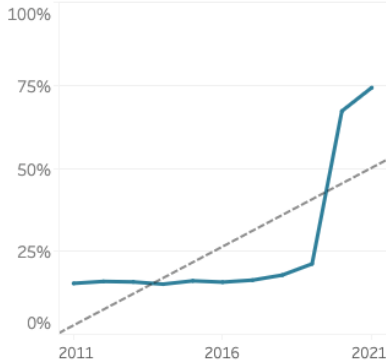
Prior to Spring 2020, Online Education was growing steadily at a manageable pace.

### Online Education Growth Prior to COVID (2017-2019)

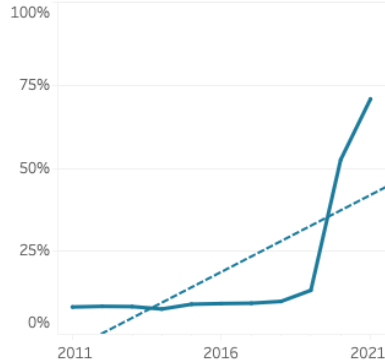
<i>Growth Indicator</i>	<i>Fall 2017</i>	<i>Fall 2018</i>	<i>Fall 2019</i>
Classes online	16%	18%	21%
Students taking all classes online	9%	10%	13%
Students taking at least one class online	40%	41%	49%

Then COVID-19 hit, significantly impacting DE on the campus; the resultant paradigm shift is ongoing.

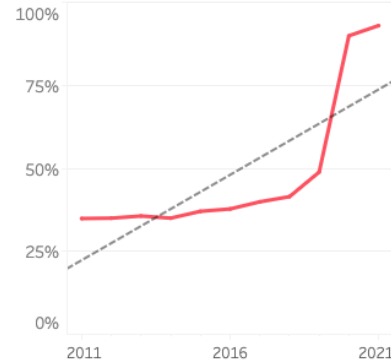
COVID-19 changed the world, including how we offered classes. Notice the spike in **online class offerings** in 2020.



The **percentage of online only students** rose dramatically in fall 2021. Will this trend continue in 2022?



The **percentage of students enrolled in at least one online class** peaked in fall 2021. Let's explore further...



*Only fall semester data is included in these graphs.*

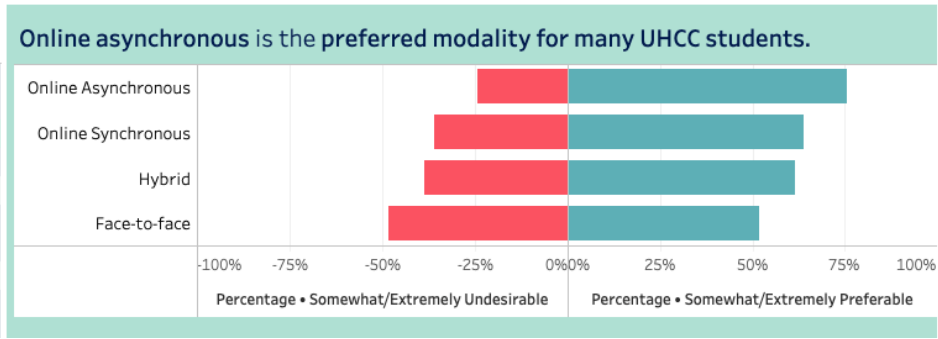
### Online Education Growth during the COVID-19 Pandemic (2019-2022)

<i>Growth Indicator</i>	<i>Fall 2019</i>	<i>Fall 2020</i>	<i>Fall 2021</i>	<i>Fall 2022</i>
Classes online	21%	67%	74%	58% (preliminary)
Students taking all classes online	13%	52%	71%	(not yet known)
Students taking at least one class online	49%	90%	93%	(not yet known)

While Fall 2022 is showing some decline in the number of classes offered online in response to the beginning of pandemic recovery, and this trend may continue for another year or two, **both teachers and students are now more acclimated to online learning and appreciate its flexibility and unique learning affordances.** Several indicators point to this appreciation for online learning, including the number of teachers who are choosing to continue to teach online in Fall 2022 (58% of classes will be online) and [student enrollment patterns for Summer and Fall 2022](#). In addition, a student modality preference survey in Fall 2021 asked students their preferred way to take a class, using a five-point Likert scale, ranging from extremely undesirable to extremely preferable.

### Home Campus

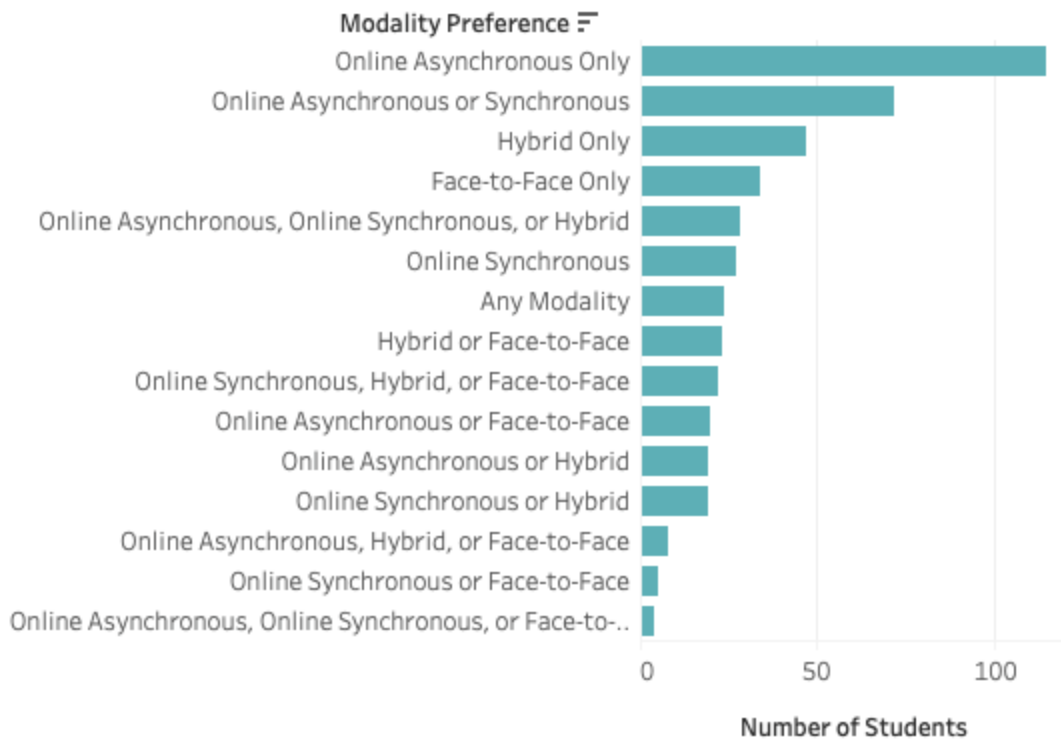
Hawai'i CC	324
Honolulu CC	302
<b>Kap'iolani CC</b>	<b>701</b>
Kaua'i CC	126
Leeward CC	657
Maui College	374
Windward CC	232
UH Mānoa	411
UH Hilo	84
UH West Oahu	115



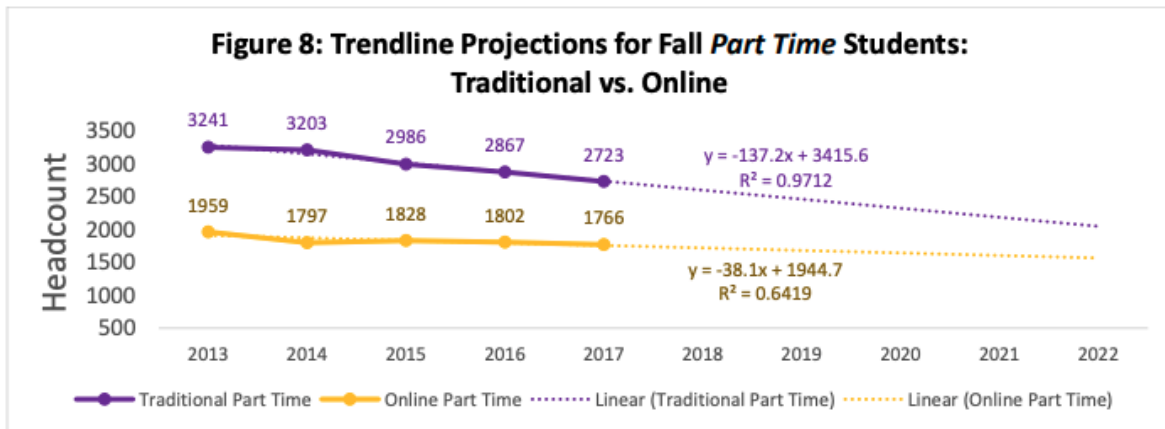
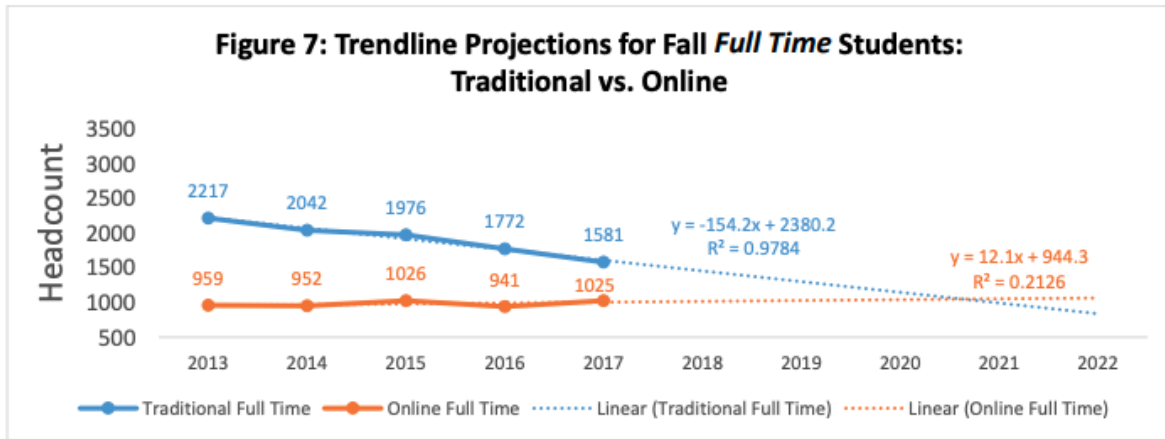
Of the 701 home-based student respondents (15% response from 4,536 home-based students; 95% confidence level; 5% margin of error), 76% find online asynchronous “somewhat” or “extremely” preferable and 64% find online synchronous “somewhat” or “extremely” preferable. This compares with 61% who find hybrid “somewhat” or “extremely” preferable and 52% who find in-person classes “somewhat” or “extremely” preferable.

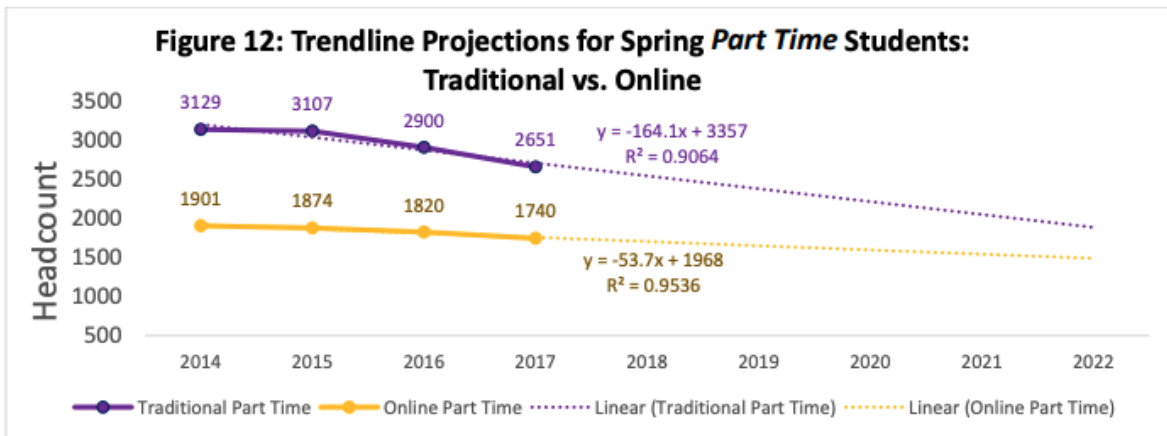
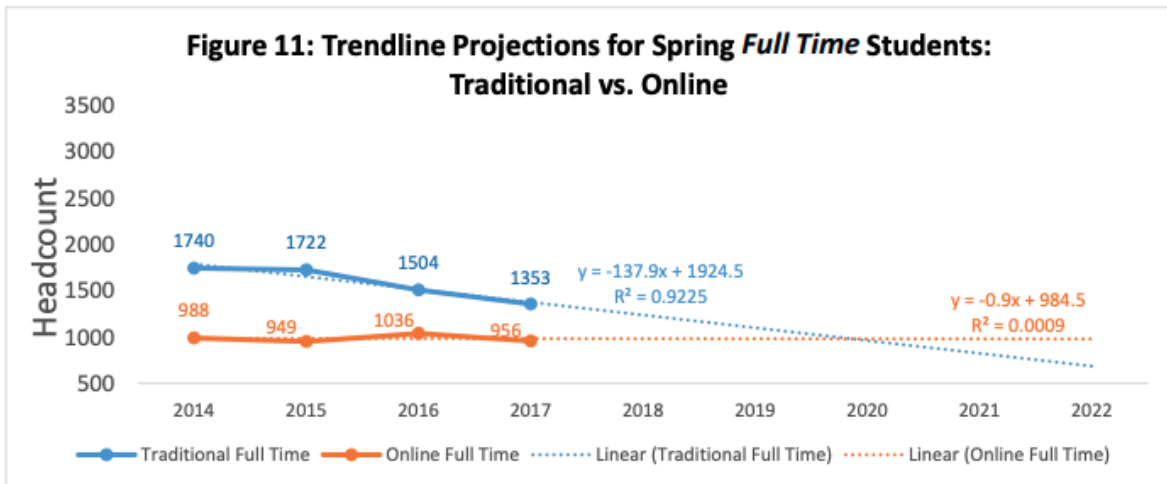
This survey confirmed the results of a similar survey in Spring 2021.

### Selected Modality/Modalities of Learning Per Student



While the pandemic accelerated the movement to online instruction, that movement was predicted even pre-pandemic, for both Fall and Spring semesters.





DE practitioners will continue to monitor student modality preferences and online learning trends as the campus recovers from the pandemic.

In-person learning will undoubtedly continue to be an essential element of the educational experience for some students, for some programs, and for some classes at Kapi’olani CC, but online learning (as indicated by such metrics as percentage of classes online at the institution, percentage of students taking all classes online, and percentage of students taking at least one online class) is not expected to ever drop to pre-pandemic levels. **To meet student demand and student learning needs, the campus must provide a robust, high quality, and continually-improving Online Education program.**

**The scope of DE on the campus has been permanently increased** by the necessity created by COVID-19, and this has **expanded the number of stakeholders**. More members of the campus community, now, have both



experience with and investment in the future of DE; more people should, and want to be, involved in shaping that future. Accordingly, this DE Plan is the result of a collaboration of many individuals and groups on the campus.

## Sections & Workgroups

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Compliance with ACCJC DE-related Rules & Regulations (AC)	Joanne Whitaker, Chancellor's Office	Leigh Dooley, DE Coordinator Kelli Nakamura, faculty, Arts & Humanities Department (A&H)
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Faculty Senate Distance Education Committee (FSDEC)	Kawehi Sellers, faculty, Hospitality & Tourism Department (HOST) Beryl Yang, faculty, A&H	Michelle Dela Cruz, faculty, Health Sciences Department (HS) Melissa Nakamura, ID, Office of Continuing Education & Training (OCET) Nadine Wolff, faculty, Math & Sciences Department (M&S) All current members of the Faculty Senate DE Committee (FSDEC)
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Online Education Microcredentials & Badges (OMB)	Melissa Nakamura, ID, OCET	Leigh Dooley, DE Coordinator Shawn Ford, faculty, LLL
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		Lisa Radak, Dean, HS
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Services for Online Students: Bookstore (BKS)	Joy Oehlers, library	
Services for Online Students: Counseling & Advising (C&A)	Kristy Yoshikawa, counselor, TRIO	Counseling & Academic Advising Council (CAAC) members
Services for Online Students: Library Services (LIB)	Joyce Tokuda, library	Lisa Kobuke, faculty, LLL Allyson Ota, library Sunny Pai, library Virginia Yoshida, library Annie Thomas, library Sheryl Shook, faculty, M&S
Services for Online Students: Mental Health & Wellness (MHW)	Cindy Melim, counselor, Ka'au Program	Brooke Conway, counselor, Ka'au Program
Services for Online Students: Online Learning Readiness, Preparation, & Success (RPS)	Kristie Malterre, counselor, Online Learner Success	David Uedoi, faculty, LLL Joe Yoshida, counselor, MKC
Services for Online Students: Student Life & Development (SLD)		Romyn Sabatchi, student activities Shannon Sakaue, counselor, Pahihi Program
Student Services: Career Services	position vacant	
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		Susan Jaworowski, faculty, BLT Joyce Tokuda, library
Online Education Cross-UHCC-System Coordination (XSC)	Leigh Dooley, DE Coordinator	Helen Torigoe, ID, CELTT
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## DE Mission & Vision Statements

### Mission Statement

Kapi‘olani Community College provides open access quality online learning experiences with genuine human connections.

### Vision Statement

As a leader in quality online teaching and learning, Kapi‘olani Community College fosters supportive online communities for engaging, authentic, and transformative learning experiences that both prepare and empower students for their futures.

## Priorities

The following areas have emerged as priorities for the next five years of development for Online Education at Kapi‘olani CC. Some require a monetary investment; others do not.

### Institutionalization of the DE Coordinator Position

The DE Coordinator position has been game changing for Kapi‘olani CC. It has led to intentional planning, collaborative visioning, and more open communication among DE practitioners on campus. The hard work of DE is accomplished by many individuals and groups on this campus, and the DE Coordinator position is needed to support and celebrate that work; to ensure that needs and challenges are heard,

understood, and met; and to assemble the various pieces of the DE puzzle into a cohesive whole.

Currently, the [DE Coordinator position](#) is “permanent,” in that it is no longer an “interim” position. However, it is not recognized in the campus organizational structure. Because DE must play such a large role in the future of Kapi‘olani CC, and because the campus is on the verge of many potential retirements, both in administration and in faculty, it is **essential that this position be secured by integrating it into the institutional structure as soon as possible.**

### Digital Accessibility Support

Digital Accessibility (DA) continues to be a challenge for the campus. It is often an afterthought for teachers developing online classes, and the vast majority of online classes, according to the first round of DE Class Coaching and Review, are somewhere between 85% and 99% in compliance with Web Content Accessibility Guidelines (WCAG) standards. Only a few online classes are in 100% compliance, and several are below 85% compliance. Digital Accessibility is challenging and time-consuming to understand and to enact. While the DE Coordinator has used Higher Education Emergency Relief Fund (HEERF) funding to support a temporary Digital Accessibility Aide, the members of the DE Class Coaching Initiative are focusing on the classes with the greatest need, and will be unable to bring all of our DE classes into 100% compliance before the grant period is over. And, of course, new online classes will continue to be developed in the future. **The campus needs a full-time Digital Accessibility Coordinator to monitor compliance with WCAG standards and Americans with Disabilities Act (ADA) law, and to assist faculty members with creating digitally accessible classes and with ameliorating existing online classes that are not in full compliance. The DA Coordinator can also liaise with the [Disability Support Services Office \(DSSO\)](#).**

A lower-cost option may be to create a permanent Digital Accessibility Aide position. Faculty members are very satisfied with the work of the current Digital Accessibility Aide, who is serving as a wonderful resource. A more permanent DA Aide could also coordinate with the DSSO office to ensure accommodations for students whose needs exceed the accessibility mandated by WCAG standards.

## Diversity, Equity, and Inclusion (DEI) in Online Education

As an indigenous-serving institution, Kapi'olani CC is particularly committed to investing in the success of its Native Hawaiian students and students of other underrepresented groups. Native Hawaiian students are taking online classes in large numbers, so this is an important area of focus. The campus has offered several stand-alone professional development opportunities to enhance faculty members' ability to create culturally responsive learning environments and program pathways, both in-person and online. It has also sought to address inequities with such programs as the Lama Library's [laptop loaning program](#). However, coherence is needed to support research currency, longitudinal studies with student populations, data-driven decision making, and intentional planning.

One solution is to create a **full-time DEI position for the campus that would address both in-person and online student needs. This would offer the greatest possibility for cohesive and planful forward movement and coordination of the various activities.**

A lower-cost alternative is to provide a set of faculty and staff members with teaching equivalencies or other support to create a DEI Plan for Online Education, or a Campus-wide DEI Plan that includes a significant focus on Online Education.

## Ongoing Professional Development

Our award-winning Teaching Online Prep Program (TOPP) and other professional development endeavors on the campus have significantly impacted the quality of its online classes. In fact, the DE Class Coaching & Review Process indicates that almost 100% of the institution's online classes (so far; review is not yet fully complete) meet the [campus definition for Regular and Substantive Interaction \(RSI\)](#), which is a cornerstone of the [federal Department of Education \(DOE\) definition of Distance Education](#) and an important component of quality online educational experiences. But because technology and online andragogy are constantly evolving, and because innovative DE faculty are deeply invested in their own continuous improvement, the campus needs to **ensure professional development experiences that meet the expanding needs of its online teachers.**

One aspect of professional development is left over from the previous DE Plan: **required training + support.** TOPP is an award-winning training, and quality DE

requires quality facilitation of classes. With this in mind, the DE Coordinator, in coordination with the Online Education Advisory Workgroup (OEAW) and the FSDEC, pursued a requirement for TOPP training for all DE teachers. However, knowing that the TOPP training is time- and energy-intensive, a group of DE practitioners realized that requiring training without creating time for instructors to complete the training was self-defeating. Accordingly, a [proposal](#) was developed for awarding three Teaching Equivalency Credits (TEs) for teachers taking TOPP during the regular semester, and awarding stipends during the summer. This proposal was approved by the Faculty Senate and Administration, and was in effect from Summer 2018 through Fall 2019. However, a budget crisis made the supporting TEs and/or stipends difficult to sustain, and the training requirement was therefore dropped.

Since that time, HEERF funding and some grant funding have made some selected support for TOPP and other training possible. However, **required training with sustained and consistent support is still worth pursuing.**

## DE Class Size Research

After a review of the literature and national studies conducted on workload and class size in online classes, a [study](#) was planned for the campus. The Online Class Enrollment Cap (OCEC) Study took place in Fall of 2018. Fourteen online instructors participated, teaching 14 different online courses in 12 different disciplines. [Thirty-seven class sections](#) were involved, 16 of which had reduced enrollment caps and 21 of which served as controls. Each instructor was asked to teach two (and in some cases three or four) parallel sections of the same online course. One of these sections was reduced in enrollment to 60% of established maximum enrollment; the other was not reduced. Faculty participants were also tasked with [actively planing](#) how they would use the anticipated extra time they would have. They were also asked to track their work in week 11 of the Spring 2018 semester (for the sake of comparison) and in week 11 of the Fall 2018 semester.

As the Fall 2018 semester drew to a close, faculty participants were asked to distribute a [survey to their students](#) (with several universal questions and some customized based on each teacher's individual plans) in both the low-enrolled and the control section(s). Faculty were also asked to complete a [faculty survey](#). The final planned step of the data-gathering process was to collect student completion and success rate data across the low-enrolled and control sections.

There is a considerable amount of qualitative and quantitative data. A quick overview leads us to believe that lower enrollments in online classes may be correlated with an increase in student engagement, but much more analysis needs to take place before any definitive statements can be made. Analysis was suspended because budgetary constraints made it clear that even if the data clearly indicate that lower enrollments are warranted in online courses, it would not be possible at that time to implement these lower enrollment caps.

**It is time to return to this study, perhaps duplicating it for comparison of results pre- and post-pandemic.** As it has been some time since the original study was conducted, it would also be prudent to research whether other similar studies have since been published and consider duplicating research methods for meta-analysis.

### **Online Proctoring & Plagiarism Detection Support**

Again and again, this campus returns to discussion of test-proctoring issues and plagiarism-detection tools and services. Among the options explored are [in-house proctoring](#), [use of a 3rd-party online testing service](#), and 3rd-party plagiarism-detection services. The issues are fraught because of high costs, because of the need for policy parity within the UHCC system, and because the [industry's major proctoring services are all engaged in lawsuits](#) related to student privacy. In spite of these complications, many faculty members continue to see proctoring and plagiarism detection support as a pressing need. **Clearly, discussion and exploration of proctoring options and plagiarism detection options need to continue, and to be supported by data collection and analysis.**

### **Support for Faculty & Staff Innovation Related to Online Education**

Optimally, the campus should set aside **funds for faculty and staff to develop specific DE-related innovations that would help build the campus DE capacity.** These funds would be used for TEs or other forms of support. Such innovations include:

- Hybrid and hyflex class modalities
- Best practices in synchronous instruction
- Research into the DE student experience and DE student needs
- Intentional selection of a limited number of digital tools or subscriptions to be recommended for support by the institution long term



- Digital equity, including addressing the needs of underrepresented minority students and identified achievement gaps
- Video production
- Embeddable instructional modules
- Badges/micro-credentials
- Assessment online
- Labs and other experiential learning online
- Efficacy of eight-week or other shorter-term online courses

This initiative would celebrate the excellence of current DE practitioners, guarantee continuous improvement, and accelerate the growth of the DE program.

### **DE Class Coaching Process Finalization**

The DE Class Coaching Process is essential to the campus. It keeps the campus in compliance with ACCJC regulations around Regular and Substantive Interaction (RSI), it serves as highly effective professional learning for online teachers and coaches, and it builds mutually-supportive relationships among DE practitioners on the campus. Building community is the best way to ensure continuous improvement and support online innovation and excellence.

The DE Class Coaching Process has been approved by the Faculty Senate (FS) and the Executive Leadership Team (ELT) for piloting, and the year-long, HEERF-supported pilot will end with AY 2021-2022. Adjustments to the process and rubrics have been made, and can continue to be made in conversation with various FS committees (Distance Education; Professional Ethics, Rights, and Responsibilities; and Evaluations); with the DE Class Coaches, Head Coaches, and participants; and with the Online Education Advisory Workgroup (OEAW). Part of the discussion should involve a reconciliation of the DE Class Coaching process and tools with the regular Peer Evaluation process and tools. Then, the **finalized process needs to make its way through the Faculty Senate and ELT to ensure its implementation in the future.**

### **Supporting & Standardizing Processes for Creating Online Degree, Certificate, and Microcredential Pathways**

The campus has one fully-realized online degree program (AA Liberal Arts) and one fully-realized online certificate program (CA Accounting), complete with Banner codes. Seventeen more online degree & certificate pathways are fully open and in

the process of becoming fully-realized programs. However, this process involves interaction with the UH System and is relatively new; it is still being standardized at the system level and at the campus level. In addition, it is work-intensive because it involves STAR programming and multiple approval processes. After COVID, when the decisions about which classes to continue to offer online are made, it should be possible to implement many additional online degree, certificate, and microcredential pathways; **finding ways to streamline and support these processes is essential to effective institutionalization and implementation.** This will involve attention to the future academic journeys of students: where will they go after receiving an exceptional online education at Kapi'olani CC? Where can they find opportunities for further degrees, certificates, or training of comparable quality? **Coordination will be required with faculty and staff across the campus, within the UH System, and with institutions of higher learning that lie outside the UH System.**

In addition, to ensure that decision-making about which courses are eligible for online delivery remains within individual departments, the [DE Eligibility Form](#) was created (and then revised) by the Faculty Senate Distance Education Committee (FSDEC). It has been approved by the FS & ELT. The data about whether or not a course is eligible for online delivery is stored in a [spreadsheet](#) accessible to the entire campus community. Once that spreadsheet has been fully, or mostly, populated, it can be used to inform Online Degree & Certificate Pathways that are a little different than the corresponding in-person pathways because they exclude any classes identified as not eligible for online delivery. Otherwise, and until the spreadsheet is more populated, the campus is keeping the in-person and online pathways identical.

### **Finding the Right Balance of Online, Hybrid, & In-person Offerings**

Though balancing the numbers of online, hybrid, and in-person offerings (classes & programs) involves issues and concerns beyond the scope of the DE Plan, it is clear that the **DE Coordinator and other DE practitioners should be included in the conversations and decision-making about this balance moving forward.**

In-person and hybrid classes and program pathways are essential to meet the needs of our students, both our international students and those of our in-state students for whom online learning is less effective. In-person and hybrid are necessary delivery modalities for several of our clinical and hands-on classes and programs. At the same time, online classes and program pathways are essential to

meet the needs of out-of-state students, returning students, and students who learn best online. Achieving the right balance will be an important element in the future success of the college.

### **Creating More Online Degree, Certificate, & Microcredential Pathways as Appropriate**

Two online programs are fully realized, complete with Banner codes. This means that students can indicate that they are pursuing the degree or certificate completely online when they apply to the college, certain fees and requirements are waived, and STAR is programmed so that they can only select from online class offerings. Seventeen more program pathways were open (meaning that students could meet all requirements for the degree or certificate while taking all their classes online, but no Banner codes are yet programmed to support them) prior to COVID and are anticipated to remain open post-COVID. They are in the process of becoming fully realized. Now that the COVID recovery process has begun, additional fully-online degree, certificate, and microcredential pathways that are already and anticipated to remain open can begin to be identified, and Banner codes can eventually be acquired for them. It is likely that there will be many of these; prioritizing the order in which they are fully realized must be intentional and strategic. Finally, **the campus must be intentional about opening new online program pathways post-COVID**, maintaining awareness that there are some programs that should not be, or should not yet be, fully online.

### **Microcredentials & Non-credit/Credit Collaboration**

The microcredentials initiative has the potential to inspire a re-visioning of educational pathways and to increase enrollments, thereby increasing revenue. Currently, educational pathways are usually packaged in “huge chunks” as degrees and certificates. Creating or restructuring some pathways into “small chunks,” which could be done through the use of microcredentials, may revolutionize much of our work as educators. This initiative offers significant opportunities for growth.

Currently, microcredentials are being explored principally on the non-credit side of campus operations, but there is potential to use the initiative as a platform for increasing non-credit/credit collaboration and to explore microcredentialing on the credit side of operations. **The campus needs to support and “make space” for the exploration of and experimentation with the microcredentials initiative.**

## Marketing & Outreach for Online Education

**As it institutes more and more fully-online degree & certificate programs, the campus can look for enrollment growth opportunities within the state and outside the state.** The institution's membership in the [National Council for State Authorization Reciprocity Agreements](#) (NC-SARA) opens all of the United States and most of its territories as locations within which to find potential students. Kapi'olani CC offers some unique educational opportunities in the form of Hawaiian language- and Hawaiian culture-related degrees, certificates, and microcredentials, and it is gaining a national reputation for building high-touch online learning communities. Marketing online education opportunities involves a web presence but may also include other less-fully-explored marketing approaches.

The campus also has a reputation for inviting and embracing international students. There is a possibility of expanding that outreach to students residing in their home countries and engaging with the campus as fully-online students. Exploring this potential will be work-intensive as it involves establishing connections within each targeted country to ensure compliance with several regulations, such as those involving consumer protections and taxes (the locus of the educational transaction is considered to be the location in which the student is residing at the time of the learning experience).

**Because marketing online educational offerings can promote significant enrollment and revenue growth, the campus should invest in working on an enrollment management plan that includes its growing online programing.**

## DE Database

The DE Class Coaching Process is resulting in a wealth of information that could be used to enhance online education on the campus and within the UHCC system. A robust DE Database could house and cross-reference information about DE Program growth indicators (numbers of online classes, numbers of faculty members teaching online, numbers of students in those classes, etc.), with training data (numbers of teachers completing various professional development experiences), individual teacher training needs (noting strengths and expressed areas of continuous improvement for development of mentoring partnerships), federal and ACCJC compliances (to offer support to faculty members), and expressed resource and support needs. **Such a database could help build community, address**

**individual needs, indicate important universal needs, and help shape the future of the program.**

## **Actionable Online Education-related Data Dashboards**

It is essential that decision-making about DE continue to be data-informed. Recently, the DE Data Storyteller, a data analyst in the [Office for Institutional Effectiveness](#) (OFIE), has developed interactive and layman-friendly dashboards (such as the [Summer & Fall 2022 Enrollment Trends Dashboard](#)) containing data that can be explored and used for decision making at all levels. Individual teachers making decisions about what modality to select for a class, Department Chairs making decisions about which classes to cancel during enrollment, Program Coordinators making decisions about which classes to include in program pathways, and the Faculty Senate and Executive Leadership Team making decisions about policy can easily access the data they need to inform those decisions. Supporting the continued development of these dashboards, especially those related to DE, is a high priority for Online Education for two reasons:

1. As the campus navigates the fluctuations of DE-related growth in the post-pandemic world, all of us DE practitioners need the most recent data and long-view trends to make responsive and responsible decisions.
2. The philosophy of the DE Program is that all educators involved in DE need and should exercise their agency (DE needs cats, not cattle). To effectively exercise agency, all members of the DE community need access to data and to the DE “big picture.”

With this in mind, it is time to return to our annual surveys of DE faculty and students, though these surveys may look significantly different than prior to the pandemic, and to share the results widely. **The campus should support the development & dissemination of DE data dashboards.**

## **Online Education Spreadsheets**

Several aspects of online education require communication and coordination across roles and units. Spreadsheets containing vital information can be created and shared with appropriate groups and individuals to facilitate effective decision-making and collaboration. Such spreadsheets include but are not limited to:

- The [Faculty Senate Distance Education Committee \(FSDEC\) Class Eligibility for Online Delivery Spreadsheet](#) which indicates a department’s decision about which of its classes should and should not be eligible for online delivery

- A spreadsheet to indicate classes that need to remain online to keep fully-online degree, certificate, and/or microcredential pathways open
- The ACCJC & Federal Regulations Compliance Spreadsheet, resulting from the DE Class Coaching Process, which will allow DCs and the ELT to make considered decisions about which online classes to offer in any given semester

**These spreadsheets must be created and/or maintained on an ongoing basis.**

## Campus Modality Definitions & Banner Codes

The Kapi'olani CC Faculty Senate and ELT have passed [a set of class modality definitions](#). Unfortunately, these definitions are not in alignment with the UHCC System definitions. **Campus definitions need to be reviewed in coordination with Banner coders, counselors, and the Online Education Advisory Workgroup (OEAW), and action in the form of revision needs to be taken through the FSDEC and FS.**

## Course Comments Form(s)

Currently, DE Class Comments are created with the help of a complex but effective class comments form. The accuracy of the class comments in the schedule of classes becomes more important as more students are engaging in some form of online learning, whether fully online or hybrid. **The Course Comments Form must be maintained, updated** (especially in light of revisions to the campus modality definitions) **and regularly disseminated.** In addition, a **Course Comments Form for hybrid classes may need to be created and disseminated** to help clarify for students what the scope of the in-person requirements are for any hybrid class they are considering enrolling in.

## Online Student Support

While the student support practitioners on the campus have risen to the challenge of providing services online admirably, it will be **essential to maintain a certain level of online service as the pandemic recedes.** Even in-person students are utilizing digital student support services. There are multiple areas that need maintenance and/or additional growth, and this may demand the allocation of resources, including but not limited to:

- Streamlined digital form submission processes
- Online tutoring during non-work hours (for example, 6-10 pm on weekdays)

- Robust mental health & wellness services
- Targeted support (academic advising, success strategies, disability services, etc.) for students whose education journeys are completely online

## Open & Transparent Online Education-related Communication

Communication across the campus can be challenging, especially since many faculty and staff are working remotely more often. **Effective communication channels for DE faculty & staff must continue to be sought and implemented.**

This includes maintaining the monthly DE Newsletter and it includes open monitoring of progress on the DE Plan.

## Resources to Support Online Education

Maintaining and growing a quality online education program is not easy and it is not free. **Resources must continue to be allocated towards the support of this program, and indeed must increase for optimal functioning.** Advocating for the allocation of these resources is likely to involve considerable collaboration with stakeholders as DE practitioners explore how online education can support and enhance various aspects of the campus operations, activities, and learning experiences. Outside-the-box thinking may be required to identify possible funding sources, including but not limited to a possible student technology fee, grants, and collaboration with other educational institutions within and outside the state.

## *Compliance with ACCJC DE-related Rules & Regulations*

### Background

#### Definition of Distance Education (34 C.F.R. §600.2.)

1. According to ACCJC, the **Definition of Distance Education**
  - a. uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and
  - b. supports regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.
2. The technologies may include

- a. the internet;
  - b. one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
  - c. audio conferencing; or
  - d. other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).
3. For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.  
(Per Accreditation Standard III.A.2, instructors are faculty whose qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of the qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution.)
4. Amendment to [§ 600.2 - Definitions](#) - The following are upcoming changes to the federal regulations; the College will also need to be in compliance with the new ACCJC Policy on Distance Education in Fall 2022.
  - DE and Correspondence Education - § 600.2 Definitions, effective July 2021
    - Timeline
      - Jan. 2021 - 1st reading by the Commission
      - Spring 2021 - out for public comment
      - June 2021 - 2nd reading/approval by commission
      - July 2021 - new Federal Regulations becomes effective
      - Fall 2021 - Fall 2022 implementation
      - Fall 2022 - new ACCJC DE Policy applies to institutions
5. For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—
  - a. Providing direct instruction;
  - b. Assessing or providing feedback on a student's coursework;
  - c. Providing information or responding to questions about the content of a course or competency;
  - d. Facilitating a group discussion regarding the content of a course or competency; or



- e. Other instructional activities approved by the institution's or program's accrediting agency.
6. An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—
  - a. Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
  - b. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
7. [RSI Definition](#), approved by Kapi'olani CC Faculty Senate on April 5, 2021, and the Chancellor on April 17, 2021.
8. Kapi'olani CC is to determine the best approach for being in compliance with this policy, depending on its unique culture and context, by Fall 2022. The process is determined by the institution.
  - a. Kapi'olani CC is required to define and articulate how monitoring will take place. The self-evaluation by an instructor of regular and substantive interaction is insufficient. The institution needs to define the activities and communicate them to everyone consistently across the institution. The College will also need to determine and document what happens when an instructor is out of compliance. ACCJC will look at what structures are in place at the institution to determine that an instructor is “promptly and proactively engaging in substantive interaction.”

### Policy Elements ([ACCJC Standards](#))

- All courses and programs, including those offered via distance education or correspondence education, must take place within the institution's mission (Standard II.A.1).
- Faculty and others responsible are expected to evaluate all courses and programs, including those offered via distance education or correspondence education (Standard II.A.2).

- Institutions identify and regularly assess student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education (Standard II.A.3).
- Institutions are expected to accomplish these outcomes and to demonstrate that their students achieve these outcomes through the application of appropriate assessment (Standards I.B.2, I.B.5, II.A.7, II.A.16, III.C.3, III.C.4).
- Institutions are expected to provide the Commission advance notice of intent to offer a program, degree, or certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education (Policy on Substantive Change).
- Institutions must have processes in place establishing that a student who registers in any course offered via distance education or correspondence is the same student who academically engages in the course or program.
- The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with the verification of student identity.

## Connection to DE Mission & Vision Statements

As ACCJC authorizes the operations of the college, the campus is unable to fulfill the DE Mission & Vision without compliance. In addition, one of the major stipulations of the ACCJC and federal DOE definition of Distance Education focuses on Regular and Substantive Interaction (RSI) in online classes. Most DE practitioners believe that significant interaction is an essential component of quality online education, so complying with this requirement is in perfect alignment with both the DE mission statement (*Kapi‘olani Community College provides open access to **quality online learning experiences with genuine human connections***) and the DE vision statement (*As a leader in **quality online teaching and learning**, Kapi‘olani Community College fosters **supportive online communities** for engaging, authentic and transformative learning experiences that both prepare and empower students for their futures*).

## Area(s) of Focus

Summary - Kapiʻolani CC is required to establish and implement the following:

- If faculty determine that “Other instructional activities approved by the institution” is one of the two definitions for substantive interaction, Kapiolani CC will need to define and articulate what constitutes “other instructional activities.” (Note: as of April 2021, this work has been completed.)
- Kapiʻolani CC is required to define “substantive interactions with the student on a predictable and regular basis.”
  - Faculty are required to determine what evidence qualifies for substantive interactions with the student.
  - Faculty are required to state what happens when there is no evidence of substantive interaction on a predictable and regular basis.
- Kapiʻolani CC is required to define, “Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for proactively engaging in substantive interaction with the student.” Faculty are required to determine a process for monitoring and to state what happens when there is no evidence of substantive interaction.

## Goals/Objectives for 2022-2027

- Ensure compliance with new ACCJC requirements for DE.

See [Spreadsheet AC](#) for Action Plan.

## *Definitions, Policy, & Research Related to Online Education*

### Background

The University of Hawaiʻi 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 faculty who teach face-to-face.

Currently, the College does not have a faculty selection process for determining who should teach 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. However, since 2017, when the first DE Plan was implemented, there has been an intensive effort to require that faculty who teach online participate in the campus's award-winning TOPP training program (see below). And the campus has made significant progress in defining DE terms, creating and implementing both official policies and unofficial processes, and in researching to inform policy, processes, and definitions. Some of this work includes the following (please click on links for more information):

- [\*\*Required TOPP + 3 TEs Proposal\*\*](#)

This [proposal](#) requires TOPP training for online teachers and supports that training plus class construction with three TEs. It was approved by FS and ELT and implemented successfully for a few semesters, but was ultimately discontinued because of a budget crisis.

- [\*\*DE Class Review Process\*\*](#)

This [process](#), approved by the FS as a 1 year pilot and ELT, provides a supportive and nurturing system for reviewing online classes for basic requirements mandated by the federal DOE and the institution's accreditor and inspires a rich and collaborative conversation about continuous improvement in online andragogy, including both class design and facilitation practice. The proposal included three TEs per semester for an assigned peer reviewer but was not implemented due to a budget crisis. However, thanks to HEERF funding, [the process was implemented](#) on a large scale in AY 2021-2022.

- [RSI Definition](#)

In response to changing ACCJC DE-related requirements, Kapi'olani CC has instituted and disseminated an FS & ELT-approved [definition of RSI](#) (regular & substantive interaction, an essential component of the federal DOE definition of Distance Education).

- [Class Format Definitions](#)

To provide a consistent framework for discussion and collaboration in DE, the campus adopted a set of [class format definitions](#). These definitions were approved by the FS and ELT. Because of COVID-19, however, and an attempt to reconcile definitions across campuses within the UH System, these definitions are due for an adjustment (though the UHCC System definitions are not codified, they are in operation). Principally, the Primarily Online (PO) category, which the campus has in the past coded as DCO (distance completely online) in Banner, is not a category recognized by the System. Instead the System operational definitions would add PO classes into the Hybrid (HYB) category.

However, counselors have learned that such a broad definition of Hybrid (anywhere from a single class meeting or test per semester to fully 50% of class time spent in-person) can be confusing for students. Perhaps PO should be kept as category, but be sure to code it as HYB in Banner instead of DCO. This coding would be consistent with UHCC System operational definitions, but does not clear up student confusion unless there is a corresponding communication of the type of hybrid class in the course comments and/or indicated in some other way in the schedule of classes.

The work of reviewing and updating the class format definitions will be the purview of the FS Distance Education Committee.

- [Digital Accessibility Policy](#)

The campus established a Digital Accessibility Policy that conforms with the UH System Digital Accessibility Policy and with ADA law.

- [NC-SARA-inspired Practices](#)

The campus was one of the first in the UH System to become a [member](#) of [NC-SARA](#). Membership in this organization allows the institution to offer DE in

member states and UH territories outside Hawai'i. To meet the standards set forth by NC-SARA, the campus established and codified several necessary policies/practices, including [Procedures for Determining a Student's Location](#) and [Procedures for Student Disclosures](#).

- **[Online Class Size Research](#)**

[The Online Class Enrollment Cap \(OCEC\) Study](#) took place in the Fall of 2018 and involved 14 online instructors teaching 14 different online courses in 12 different disciplines. Of the 37 sections involved, 16 had reduced (60% of established maximum) enrollment caps and 21 served as controls. Data collected included faculty workload tracking, student and faculty surveys, and student completion and success rate data. Analysis was suspended because budgetary constraints made clear that even if the data were to indicate that lower enrollments are warranted in online courses, the campus would be unable to implement these lower enrollment caps. However, the research deserves revisiting, especially in light of COVID-19 experiences.

- **[Course Comments Consistency](#)**

An [Online Course Comments Form](#) was developed to ensure potential students' understanding of the essential requirements of any particular online class. This helps ensure student success, prevent misunderstandings, and avoid potential lawsuits. The system has been in use, successfully, for several semesters.

- **[Online Course Eligibility Form](#)**

To ensure that decision-making about what courses should be eligible for online delivery would rest with individual departments, the [DE Eligibility Form](#) was created (and then revised) by the Faculty Senate Distance Education Committee. It has been approved by the FS & ELT. The data about whether or not a course is eligible for online delivery is stored in a [spreadsheet](#) accessible to the entire campus community.

## **Connection to DE Mission & Vision Statements**

When crafted thoughtfully, DE definitions, research, and policy support all aspects of the DE Mission & Vision Statements.

## Area(s) of Focus

DE-related definitions and policies, closely related as definitions serve as a necessary precursor to policy development, have always been necessary to avoid confusion among faculty, staff, administrators, and students. Recent developments, however, have made them even more crucial to ensuring the success of DE initiatives. Because the pandemic forced more of the campus community into DE, there are more members of this community than ever before that are unfamiliar with DE pedagogy and processes. Definitions, research, and policy are needed to help guide them through.

Moving forward, research must be both responsive and responsible, carefully balancing local and wider data. Because acting on invalid data can lead us away from achieving identified goals, the policy must be carefully crafted to be sustainable regardless of funding fluctuations or temporary data trends.

National trends and future-casts indicate a potential shift back towards workforce training in the future, and DE will be an important part of this. Definitions, research, & policy need to take into account the fact that Kapi'olani CC is both a transfer institution and (perhaps increasingly) a workforce development institution.

## Goals/Objectives for 2022-2027

- Continuously monitor campus DE-related definitions and policies in relation to UH System DE-related definitions and policies; consider alignment if alignment is questionable; implement decisions regarding alignment.
- Explore & research the possibility of shorter-term DE classes for students. Consider in conjunction with micro-credentialing initiatives and workforce development initiatives. Pilot if determined to be possibly effective.
- Reconsider institutional definitions of workload determiners (ie. lecture, lab, etc.) and their implications in terms of DE.
- Revisit class size study for online classes. Advocate for decreasing class sizes for online classes if warranted by study data analysis.
- Craft a clear policy that explicitly states that online classes must meet the same SLOs, PLOs, and ILOs as their face-to-face counterparts. Instructors who have built classes with focus requirements should have the opportunity to offer these sections in all modalities. Such a policy will codify current

practice, and therefore ensure its continuance.

See [Spreadsheet DRP](#) for Action Plan.

## *Online Education Advisory Workgroup*

### **Background**

The Online Education Advisory Workgroup (OEAW) began to coalesce around the writing of the first DE Plan (2017-2020). Individuals with significant duties related to Distance Education (the Interim DE Coordinator, Instructional Designers, the Counselor for Online Learner Success, members of the FSDEC, and members of the library's Learning Resources team) met to envision the future of DE on the campus and to coordinate the drafting of the plan. The group continued to meet after the plan was written because its members saw the value of collaboration: they were able to collectively envision the intentional growth of DE, to help each other make decisions related to their work, and to collaborate on larger projects. The group has continued to meet regularly, under different names and with variations in membership as duties have shifted, since that time. In fact, though it is an informal group, not recognized in any institutional organizational chart, the group won the 2020 UH System nomination for the Governor's Award for Team Excellence Award of Merit (Team of the Year).

Membership in the group is entirely voluntary; everyone on campus whose duties involve significant work with DE (beyond teaching a class, for example) is invited to participate. Regular meetings are invaluable to the DE Coordinator, and have directly enabled the collaboration that has made possible many of the programs and structures that support DE on our campus. May 2022 membership snapshot:

- Michelle Dela Cruz, Vice-chair, Faculty Senate DE Committee
- Leigh Dooley, Outgoing DE Coordinator
- 'Iwalani Koide, Incoming DE Coordinator
- Kristie Malterre, Counselor, Online Learner Success
- Kelli Nakamura, Head Coach, DE Class Coaching Initiative
- Melissa Nakamura, ID, OCET & Co-chair, Faculty Senate DE Committee
- Kawehi Sellers, Designer & Facilitator, Advanced TOPPics
- Helen Torigoe, ID, CELTT



- Kara Plamann Wagoner, Data Analyst, OFIE
- Nadine Wolff, Head Coach, DE Class Coaching Initiative
- Man Beryl Yang, Co-chair, Faculty Senate DE Committee
- Youxin Zhang, ID, CELTT & DA Aide Primary Supervisor

## Connection to DE Mission & Vision Statements

This group collectively drafted the DE Mission & Vision Statements, and plays a significant role in ensuring that they are realized.

## Area(s) of Focus

The OEAW:

- Composes, distributes, and analyzes the DE Faculty and DE Student Surveys
- Helps shape major projects like the DE Class Coaching Process and NC-SARA membership, and some members collaborate to ensure implementation of such projects
- Maintains a strong relationship with the Faculty Senate Distance Education Committee, keeping communication lines open and serving as mutual advisors
- Organizes and implements some of the professional development offerings on our campus (for example, SPOTLIGHT), sometimes collaborating with other groups, such as the library (for REFRESH and RECHARGE, prior to the pandemic)
- Discusses strategies for addressing federal and ACCJC requirements
- Researches issues related to DE, as needed (for example, proctoring)
- Requests and helps manage funding when sources are available (for example, significant HEERF funding, some online teaching tool subscriptions, etc.)
- Helps recruit other faculty members for collaboration on DE projects
- Offers feedback to its members, as requested, on their own individual DE-related projects
- Helps to implement the DE Plan, including prioritizing next steps

## Goals/Objectives for 2022-2027

- Continue to meet regularly to:

- Collectively envision DE on the campus, ensuring that the shared vision is understood by multiple individuals
- Support one another in DE-related work
- Help implement the DE Plan
- Suggest and explore revisions to the DE Plan as needed
- Collaborate on projects related to DE
- Maintain monthly DE Newsletter
- Share good work of Kapiʻolani CC DE Program with other campuses inside and outside the state

## *Faculty Senate Distance Education Committee*

### **Background**

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 regard 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 the application of the current DE technology at that time. Following this, an Ad Hoc FSDEC committee was formed, composed 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.

Since 2017, which is when the first DE Plan was implemented, the FSDEC has engaged in several activities, including the following:

- Helping shape the [DE Class Review Process \(implemented in Fall 2021\)](#).
- Advocating for student technical support (now provided by [The Study Hub](#)).
- Initiating the process of providing online proctoring (the current contract is with [ProctorU](#)); continuing [discussions](#) and advocacy as the current proctoring situation is unsatisfactory to many faculty members.
- Advising OCET ID and DE Coordinator regarding membership in [NC-SARA](#) (Kapiʻolani CC is now a [member](#) in good standing).

- Proposing [Required TOPP + 3TEs policy](#) (approved by Faculty Senate and ELT; unfortunately, budget constraints have since forced the revocation of the policy).
- Proposing [Class Format Definitions \(AR 1819015\)](#) approved by Faculty Senate and ELT and in current use).
- Proposing policy on start/end dates of online classes ([AR 1819012](#) approved by FS & ELT and in current use).
- Proposing and ultimately implementing the [VCAA's EOTA](#) (Excellence in Online Teaching Award).
- Advising the DE Coordinator on the [Course Comments Form for Online Classes](#). This form, filled out by online instructors, helps standardize the course comments for online classes.
- Providing feedback for and approving the [Mission & Vision Statements for the 2022-2027 DE Plan](#).
- [Revising the Peer Evaluation Form for Online Classes](#) in collaboration with the FS Evaluations Committee (revision has been [approved by the Chancellor](#), implemented, and is in current use).
- Developing, then redeveloping, the [Online Course Eligibility Form](#), including creating a [spreadsheet](#) to identify courses that are and are not eligible for online delivery.
- Reviewing and proposing the [Kapi'olani CC definition of RSI](#) (definition approved by FS & ELT and in current use).

## Connection to DE Mission & Vision Statements

The FSDEC guides and empowers the campus to fulfill its DE Mission & Vision Statements.

### Area(s) of Focus

**Moving forward, the FSDEC must continue to represent the voices of faculty and advocate for programs, policies, and procedures that impact teaching online.** In fulfilling this role, the FSDEC may engage in some or all of the following activities:

- Represent faculty interests and concerns in all matters involving online, distance, and/or hybrid class and program initiatives to the Faculty Senate.
- On behalf of faculty and via the Faculty Senate, recommend policy and procedures to Kapi'olani CC campus governing bodies and decision-makers.

- Liaise with Faculty Senate and its standing and ad hoc committees on issues relevant to DE.
- Advise the individual(s) in the role of DE Coordinator in their accomplishment of goals and objectives regarding Distance Education initiatives, including those presented in the DE Plan. In this advisory role, advocate for faculty interests.
- Provide a two-way conduit of communication between the various departments its members represent and DE decision-makers, ensuring that faculty are fully informed and that decision-makers consider & value faculty ideas & concerns.

**The FSDEC has the potential to be a catalyst for change and the voice of faculty who have an interest in DE. Through formal Faculty Senate action requests and recommendations, it can influence campus policy and procedures to ensure continued access to quality instruction for students.**

## **Goals/Objectives for 2022-2027**

- Continue implementing the VCAA Award for Excellence in Online Teaching (EOTA), including coordinating with the Excellence in Teaching Award Committee.
- Assist with aligning the DE Class Coaching Process with standard peer review.
- Continue to review policies, practices, and procedures related to DE and make recommendations to the Faculty Senate.

See [Spreadsheet FSDEC](#) for Action Plan.

## *Online Degree & Certificate Pathways*

### **Background**

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 [be] of equal rigor and breadth as those required of traditional on-campus programs." An online class and program pathway should be comparable to a traditional in-person one 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 in-person version. Although the modes of delivery and engagement are different, the content and the net hours of learning and engagement should be equivalent.

Since 2017, when the last DE Plan was implemented, the DE Coordinator, VCAA, Program Coordinators, and various online teachers have made significant progress in creating and supporting equivalent online degree and certificate pathways. This includes the following:

- Kapiʻolani CC has enacted two Banner Codes
  - AA-LBRT/D (Associate in Arts Degree pathway in Liberal Arts)
  - CA-ACCT/D (Certificate of Achievement pathway in Accounting)
- Even prior to COVID-19, the campus had several pathways to degrees and certificates open online. Currently, the campus has [19 pathways](#) that will almost certainly remain fully available online post-COVID (including the two listed above).
- There are 176 (Kapiʻolani) and 77 (UH System, non-Kapiʻolani) more trained teachers, thanks to our [award-winning](#) TOPP and equivalent training programs.
- The campus, partially due to training more teachers and partially due to the pandemic, has better tools and more understanding of online pedagogy.
- All student services are available (but not necessarily streamlined) online; due to the pandemic, counselors and student support personnel are more experienced in providing online services.
- [The Study Hub](#) now offers technical tutoring for students and online tutoring.
- At least partly due to the pandemic, more campus personnel and students are aware of the potential benefits of online degrees & certificates.
- At least partly due to the pandemic, the campus health programs have been reconsidering delivery options and the potential to expand their reach to other islands in Hawaiʻi and, later, other islands in the Pacific.

- The FSDEC has developed a process for identifying which courses should and should not be offered online, and the relevant departments make these decisions.
- There is an FS- and ELT-approved process for reviewing DE Classes to ensure compliance with federal and accreditor requirements and to ensure quality.

## **Connection to DE Mission & Vision Statements**

As degrees and/or certificates are needed for students to secure the jobs they wish to pursue, these online pathways *prepare and empower students for their futures*.

Offering online degree/certificate pathways means that students will have expanded flexibility in *accessing* degrees and/or certificates even if they are unable to travel to a campus or work within traditional “learning hours.” This increased accessibility will empower certain students to enact positive changes in their lives.

## **Area(s) of Focus**

### **A Holistic Approach**

Degree and/or certificate pathways are not solely about the classes; support for students must be in place and available online as well.

### **Students’ Futures**

Students’ future needs as well as their present needs must be attended to. While some students will be satisfied with an Associate’s Degree or with a Certificate, others will be striving for a Bachelor’s Degree or even a graduate degree. Transfer and articulation agreements with local four-year and graduate institutions (and in some cases even mainland institutions) that offer online pathways to these more advanced degrees are crucial.

Online degrees and certificates are likely to create new opportunities for collaborative partnerships with other institutions. These opportunities can be explored as new online degrees and certificates are approved.

## Keeping Student Needs at the Center of Decision-making

As Kapi'olani CC is a non-profit institution, student needs must be the driving factor in all decisions regarding online degrees and certificate pathways (as opposed to making a profit). With this in mind, the campus must consider all of its various student populations, including historically underserved students:

- African-American students
- Currently incarcerated students
- Filipino students
- First-generation students
- GED completers
- Hawaiian students
- Immigrant students
- International (F1) students ([Enrollment Trends for Veterans and International Students Dashboard](#))
- LGBTQ+ students
- Military families
- Pacific Islander students
- Pell recipients
- Returning students (perhaps across generations)
- Single parents
- TRIO students
- Underprepared students
- Veterans ([Enrollment Trends for Veterans and International Students Dashboard](#))

Some students, too, are more focused on workforce preparation and advancement than traditional educational pathways. Online degrees and certificates often help meet these students' needs; remaining cognizant of opening pathways relevant to them in order to remain responsive to the state's workforce needs is important.

## Flexibility & Responsiveness

Students will likely be increasingly interested in pursuing degrees that combine credits from several different institutions; online learning will make this even more common. West Coast schools have been working on a "passport" system that will enable such flexibility. Such passport systems are intended to help students transfer

to online institutions outside the state, and Kapi'olani is already participating in one of these programs ([WICHE Interstate Passport](#); [Kapi'olani CC participation](#)).

In some of its high-touch skills programs, the campus should consider marketing the fact that regular degree and certificate pathways can include online classes, allowing a significant portion of the coursework to be completed online with some classes or clinical/practicums requiring students to be present ([sample hybrid pathway](#)). This may be appealing to some students juggling life commitments.

### **UH System Consistency**

Some systems are not currently standardized and consistent across the UH System (for example, transfer credit evaluations). Consistent processes across the UHCC System may make it easier for students to access and benefit from these services. Kapi'olani CC should continue to collaborate with the System in working towards this consistency.

To fulfill its commitment to the state of Hawai'i and its students, the campus must be consistent at the campus level in how it markets and advertises its programs, advises its students, and implements policies and procedures.

### **Goals/Objectives for 2022-2027**

- Acquire and implement Banner Codes for all online degree and certificate pathways that remain open after COVID-19 has receded.
- Consider and take action to secure the transferability of current online degree pathways both within the UH System and beyond.
- Monitor and analyze data related to online degrees & certificates (enrollment patterns, student preference surveys, student success rates--in general and as related to specific programs, etc.); disseminate information to campus stakeholders.
- Collect and analyze data regarding online pathways as related to workforce development; act upon findings as deemed appropriate.
- Ensure that a variety of online learning modalities are available to students in the online pathways (eg. synchronous online, asynchronous online, hybrid), with an option for students to switch pathways if so desired.
- Ensure opportunities for study-skills development in the online environment (as compared to in-person skills development). Consider both workforce



pathways and transfer pathways.

- Create a spreadsheet of online classes that are in degree/certificate pathways, highlighting classes that are particularly important to keep online (in order to keep pathways open online); share the spreadsheet with stakeholders and decision-makers.

See [Spreadsheet ODCP](#) for Action Plan.

## *Diversity, Equity, & Inclusion in Online Education*

### **Background**

As a community college, Kapiʻolani CC is committed to principles of open access, social justice, and equity. Many educators at community colleges in general, and at Kapiʻolani CC specifically, choose to work at institutions that embrace these values because they offer opportunities to enact them. Kapiʻolani CC has, then, the motivation and commitment to continuously strive towards equitable educational opportunities and outcomes for all students. Because inequity is systemic in society, this work can be slow, difficult, and resource-intensive; it takes thoughtful research, data collection and analysis, careful planning, implementation of ameliorating strategies, and extensive evaluation of those strategies to understand causes and consequences and to improve equity in DE. All this demands intensive focus, significant resource allocation, and hard work. But it is perhaps the most important work educators can do.

Since 2017, when the last DE Plan was implemented, the campus has sought to address issues of DE and equity with the following programs:

- [Aloha E](#) Institute
- [DE Class Review Process](#) (to ensure digital accessibility in online classes)
- [Fundamentals of Digital Accessibility Online PD](#)
- Huliāmahi: Transfer program with UH Mānoa
- [Kūloaʻa](#)
- Library laptop loan program
- Library-supported streaming services
- Textbook \$0

- TOPP training for access and accessibility
- Workshops and training on accessibility

## Connection to DE Mission & Vision Statements

Focusing on issues of equity in DE supports the DE Mission & Vision Statements directly. It is only through equity that the campus can be truly *open to access* and *empower students*. In addition, equity is about support; *supportive online communities* function best when principles of equity are attended to.

## Area(s) of Focus

### Investing in Values

As a campus, we are bound by our humanity, and in some cases by law, to break down boundaries and barriers for students. Specific populations that may need special attention because they have been historically underserved include:

- African-American students
- Currently incarcerated students
- Filipino students
- First generation students
- GED completers
- Hawaiian students
- Immigrant students
- International (F1) students ([Enrollment Trends for Veterans and International Students Dashboard](#))
- LGBTQ+ students
- Military families
- Pacific Islander students
- Pell Recipients
- Returning students (perhaps across generations)
- Single parents
- TRIO students
- Underprepared students
- Veterans ([Enrollment Trends for Veterans and International Students Dashboard](#))

As the campus enacts plans for improved equity, we DE practitioners will need to ground our work in our values, ensuring that we incorporate those values, theories, and philosophies in all stages of any actions we take for the next five years.

## Responsible Research

In order to understand inequity, it must be understood where the inequality stems from through both quantitative and, more importantly, **qualitative data**. This can be achieved through Participatory Action Research, which involves funding values (ensuring that values and mission play an essential role in decisions about resource allocations) to get at the human side behind the numbers. This will also allow us to better understand the needs of students, faculty, and staff.

Some important questions to investigate through rigorous research include:

- What kinds of barriers exist for students?
- How have specific DE practices helped students overcome barriers?
- What if DE isn't working for students, but that's what they want?
- What are we as a campus telling students? Are we being honest with them?
- What are students' unique needs in DE classes?
- What are faculty perspectives on these questions?

Responsible research ensures reports are valid (sharing results back to students who participate) and accurate (sample of participants reflect the population). This is a form of data equity.

## Equitable Class Interactions

Students' experiences at Kapi'olani CC occur largely in their class spaces (virtual or otherwise). To encourage equitable interactions, the campus can:

- Promote opportunities for assessment in the online classroom (for example, Classroom Assessment Techniques).
- Build an "open classroom" program (allowing for peer-teacher observations, equity coaching, and qualitative data collection).
- Provide systematic professional development and training for faculty, including the use of equity rubrics (such as the [Peralta Rubric](#)).

## Goals/Objectives for 2022-2027

- Research special populations of students to understand equity issues on campus (Where are the true inequities? What is the baseline?). Preferably, this will involve a dedicated person to do longitudinal research and evaluation, either as an institutionalized position or on a multi-year grant. Ideally, longitudinal studies will involve DOE partnering for secondary to post secondary tracking.
- Faculty training in designing online courses around equity, the reduction of biases, and the implementation of best practices around the [Peralta Rubric](#) or a similar rubric developed for this unique institution and population.
- Allocation of resources to support a robust DE infrastructure that ensures quality online learning and teaching.
- Development and ongoing implementation of a DE & Equity Evaluation Plan.

See [Spreadsheet DEI](#) for Action Plan.

## *Native Hawaiian Students Online*

### Background

As an indigenous-serving institution, Kapi'olani Community College has the obligation and the honor to consider the needs and successes of its Native Hawaiian students in all aspects of its operations. Over the years, Kapi'olani CC has developed and implemented several programs and initiatives intended to meet those needs and promote and celebrate those successes, including

- [Kapo'oloku Program for Native Hawaiian Student Success](#)
- [Kūlia ma Kapi'olani Native Hawaiian Career and Technical Education Project \(NHCTE\)](#)
- [Ka Pōhaku Kihi Pa'ā: Financial Aid and Scholarship Assistance](#)
- [Kūloa'ā: Innovation and Entrepreneurship](#)
- Huliāmahi: Transfer program with UH Mānoa
- [Lunalilo Scholars](#)
- STEM and Undergraduate Research Experience

These programs are important and productive, and they are beginning to catalyze change at the institutional level.

Since 2017, which is when the first DE Plan was implemented, DE practitioners have begun to explore the intersection of Native Hawaiian student needs/successes and DE. Programs include but are not limited to the following (2021):

- Place-Based Learning and Culturally Responsive online learning: [Kūloaʻa Professional Development](#)
- Huliāmahi work with Concentrations (inclusion of ʻāina-based learning)
- Title III work (undergraduate research w/STEM, collaboration with Chaminade University)
- AAHS faculty and their work collaborating on curriculum development, course alignment, student support, etc.
- Early College (teaching PACS and HAW at high schools)
- [ALOHA](#) E Institute Kapiʻolani CC and Chaminade University

## Connection to DE Mission & Vision Statements

Considering the needs and successes of Native Hawaiian students in online environments directly relates to the DE Mission & Vision statements in that it enhances the campus's ability to provide *quality online learning experiences* that suit students' needs. It also enhances our ability to bridge various communities, creating *genuine human connections* that *prepare and empower students for their futures*.

## Area(s) of Focus

In order for the campus to fulfill its promise as an indigenous-serving institution, consideration of Native Hawaiian student needs and successes must inform all DE decisions moving forward. Data and other evidence of needs and trends for this specific population must be [collected and analyzed](#), and there must be a focus on the importance of accessibility.

## Goals/Objectives for 2022-2027

- Communication of Services: Consistent communication/announcement of services specific to Native Hawaiian students on campus every semester.

- Data Dashboard: Collect and Display data annually of Native Hawaiian students in all facets of the campus that inform quality Distant Education teaching and learning at Kapiʻolani.
- Professional Development: Ongoing professional development focused on Native Hawaiian students open to all faculty that align with the college's mission, outcomes, and goals.
- Narrative Change: Highlight data on Native Hawaiian students (ie. success, persistence, graduation, transfer, financial aid, scholarship, etc.) across all projects, grants, statements, outcomes, and goals on campus.
- Creation of Associate in Arts in Hawaiian Studies (AAHS) online degree pathway.

See [Spreadsheet NHSO](#) for Action Plan.

## *Non-traditional Students Online*

### **Background**

In discussing returning adult students' online learning, it is essential to define what is meant by "returning adult students." Drawing from [definitions provided by the National Center for Educational Statistics](#), the campus defines "returning adult students" based on:

- **Enrollment patterns:** Assuming that traditional enrollment in postsecondary education is defined as enrolling immediately after high school and attending full time, students who diverge from this pattern would be considered non-traditional, thus the students are categorized as returning adults. Students who have had a lapse in enrollment in college are defined as returning adult students. Approximately 75-80% of all returning adults are transferring into the College with credits from other institutions, both within the UH system and outside of the UH system.
- **Family status and previous post-secondary education:** Family responsibilities and financial constraints used to identify returning adult students include having dependents, being a single parent, working full time while enrolled, or already having college credits earned.

As a community college, Kapi'olani CC has always served returning adult students. In any given semester, over half of its students are part-time, and about half are 22 years of age or older. Recently, the campus has made a more concerted effort to assess and meet the needs of these students with the creation of the Pāhihi Program for Returning Adults. This program is designed to reach out to and support incoming students who are not directly entering from high school and have attended college before. In addition, the [Lunalilo Scholars program is now serving adult learners](#).

Since 2017, which is when the first DE Plan was implemented, there has been an effort to create and tailor some online programs for returning adult students at the UH System level; the campus is engaged in increasing awareness of the needs of returning adult students online. For example, TOPP has seen a significant increase in instructor participants, thereby providing DE students with a better learning experience. Online synchronous classes in the evenings or during lunch breaks have provided returning adult students with the opportunity to learn during convenient hours, in a comfortable space. Students also have more online access to support services (counseling and other resources), and the Pāhihi Program offers a wide variety of recorded videos and evening offerings for non-traditional students. Finally, the campus is growing its offerings of fully-online degree and certificate programs, thereby increasing access to those degrees and certificates for returning adult students.

COVID-19 has caused many classes to be transitioned to an online format, thereby providing even more access and opportunities for returning adult students, who may have had difficulty conforming to a traditional student schedule. And some external accreditors of the campus CTE programs that previously resisted fully-online programs have, because of the pandemic, reconsidered this position and approved online programs.

Whether returning adult students were prepared for DE or not, COVID-19 forced them to learn online and adapt to DE. Now that they have acquired online-learning skills, returning adult students are better equipped to take full advantage of expanding DE offerings, even after the COVID-19 threat has receded. It should be noted, however, that in order to meet student needs, some of the synchronous online classes might need to revert back to face-to-face due to external factors,

such as veteran status for housing purposes and to allow international students to meet F-1 Visa requirements.

Support such as remote services and resources, additional online classes, and remote access to instructors and counselors has been incredibly helpful for returning adult students to be successful in college. Centralized websites with information and links to support services have been incredibly helpful for returning adult students to have immediate access to pertinent information.

## Connection to DE Mission & Vision Statements

Returning adult students relate well to the DE mission and vision statements. They are often more willing to communicate and be engaged, are a key population that *fosters a supportive online environment*, and there is a lot of intention and purpose behind their commitment to being an online student. This means that they contribute to *genuine human connection* in their classes. They are also intrinsically motivated to use office hours and support services, especially because many of them are paying for their education.

To meet its DE mission of providing *open access* to quality learning experiences online, the college must maintain high awareness of returning adult student needs, and exercise the flexibility necessary to redefine traditional structures and processes that do not work well for this population.

## Area(s) of Focus

Distance education will play a significant role in the future of returning adult students on the campus. It is an important recruitment tool for new returning adult students, as it creates flexibility in scheduling, especially for this population who have family and financial commitments. This [dashboard](#) shows modality preferences of students, and can be sorted by age to identify trends for returning adult students. If students age 22 and above are spotlighted, a strong preference for online learning was revealed among students enrolled at the institution in Fall 2021:

UH System student modality preferences, ages 22 and above

Online asynchronous	79%
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Online synchronous	64%
Hybrid	54%
Face-to-face	44%

Therefore, the needs of returning adult students must play a large role in the future of DE at the campus. Returning adult students make up a significant percentage of the enrollment, and based on [the data](#), the number of returning adult students is steadily increasing. (Note: When perusing the data, keep in mind that a student is only “returning” for that first semester of re-entry; they are then folded into “continuing.” It might be more useful to look at age instead.)

To meet these needs, the campus must offer a large number of asynchronous online classes post-COVID and create more opportunities for students to take synchronous online classes after 6:45 p.m (currently, most of the classes end by 6:30 p.m.).

## Goals/Objectives for 2022-2027

- Invest in real-time tutoring services available online, Monday-Thursday from 6-10 PM in addition to the subscription to the tutor.com services (students are limited in the number of hours per semester that they can utilize tutor.com services).
- Maintain (post-COVID) an online presence for mental health services and extend hours at least one night per week.
- Provide a sample of several classes that are online, the types of assignments, the types of activities, the expectations, and the number of hours per week a student would be expected to dedicate to their online learning.
- Provide online examples of writing styles such as APA, MLA, etc.
- Develop and institute a process to establish affiliation agreements for possible off-campus learning that fulfills in-person requirements for a specific program.
  - Standard campus-wide operating procedure to set up affiliation agreements with sites for students to complete clinical or internship requirements at a distance
  - Template document to establish relationships and guidelines for agreements with community partners and organizations such as

- internships and other activities held off-campus or remotely that supports student fulfillment of program requirements.
- This would greatly help students who are in situations that prevent them from coming to campus but need to fulfill program requirements.

See [Spreadsheet NTSO](#) for Action Plan.

## *Online Education & High School Outreach*

### **Background**

In the past 10 years, enrollment at Kapi'olani Community College has been on the decline from 9,301 in 2010 to 6,100 in 2021, a drop of about 34%. As for incoming public high school graduates, 833 enrolled in Fall 2010 and 537 in Fall 2020 (Fall 2021 data not available), a drop of about 35%. However, the overall enrollment of high school students at University of Hawai'i campuses on Oahu is 7,389 in Fall 2010 and 7,570 in Fall 2020. The data suggest that the number of high school graduates within the UH System is roughly the same over the past 10 years, yet on a downward trend at Kapi'olani Community College.

The [data](#) on High School Background for First Time students suggest that between 2010 to 2020, the number of high school graduates in the Honolulu district was on a slight decline; however, the number of high school graduates in the Leeward district was on the rise. It has been a common trend that high school graduates interested in attending the University of Hawai'i Community College typically enroll at a campus closest to home; in fact, this is encouraged. The goal for all students is to have learning as a top priority with minimal barriers and/or challenges to achieve their academic goals. The pandemic has created a series of unfortunate events, yet it has also provided new opportunities. Students and faculty are equipped with more knowledge and tools around remote learning, thus creating a new medium for recruitment, outreach, and enrollment. Analyzing enrollment trends statewide indicates that it is time to maximize this opportunity and reach out to prospective students outside of the Honolulu district.

## Connection to DE Mission & Vision Statements

Because it strengthens pathways to successful futures for students, High School Outreach is in direct alignment with the Kapiʻolani CC DE Vision Statement, *preparing and empowering students for their futures*. In addition, High School Outreach increases *access* to the college’s online learning, which is an essential component of the DE Mission Statement.

Connection to campus Student Success Plan (SSP):

- Connect
  - Interest to entry
- Prepare
  - Registration to Selection of Academic & Career Pathway

Connection to campus Strategic Direction:

- III. Enrollment: Improve Re-enrollment and Outreach
  - C. Increase annual Native Hawaiian enrollment by 5% from 1,318 to 1,854
  - E. Increase annual enrollment from feeder high schools by 2% from 794 to 894
  - H. Increase annual enrollment of Pacific Islander students by 3% from 123 to 167

## Area(s) of Focus

Recruitment and outreach can be done in two tiers—first establishing a relationship with the high school staff and faculty who have the most touchpoints with students and second working with their students.

The first tier can include a needs assessment from each of the high schools, thus providing relevant support and services by introducing Kapiʻolani Community College to their students.

The second tier can include activities and support that meet their needs at the point of making a decision to enroll in college.

## Goals/Objectives for 2022-2027

- Design opportunities for prospective students and high school support and

instructional faculty to learn more about how Kapiʻolani Community College delivers support services and instruction remotely.

- SSP: Connect and Prepare
- Strategic Direction III
- Increase enrollment from high schools outside the Honolulu district by promoting services and instruction that are online at Kapiʻolani Community College.
  - SSP: Connect and Prepare
  - Strategic Direction III

See [Spreadsheet OHO](#) for Action Plan.

## *Online Education Beyond Hawai'i*

### **Background**

The first DE plan did not substantially address efforts to offer DE beyond Hawai'i. However, the pandemic has highlighted the importance of DE in addressing student needs both in Hawai'i and beyond. The pandemic has highlighted the importance of providing a robust offering of quality DE courses to diverse audiences including international and continuing education students in other US states and territories.

### **Connection to DE Mission & Vision Statements**

DE outreach beyond Hawai'i is directly aligned with the Mission and Vision statements as providing educational opportunities for international students promotes *engaging, authentic, and transformative learning experiences* for international students and students residing in other US states and territories as well as local students who will be learning together.

### **Area(s) of Focus**

Even after COVID-19, DE offerings for both international and continuing education students will be essential to provide course flexibility especially in light of current and state regulations and restrictions. The institution needs to be flexible to address the needs of these populations who also could serve as a source of additional

funding for the institution as tuition for international students is substantially higher than for local students.

## Goals/Objectives for 2022-2027

Priority should be given to international and continuing education students, as well as non-traditional students (including students with American citizenship living abroad) to open up new opportunities for these students (e.g. reserving class seats in high demand classes). The needs of military students should also be addressed and marketed to and the institution should inquire about satellite areas for recruitment, marketing, student support, etc. Working with faculty and staff in Honda International Center and Continuing Education, the DE Coordinator should expand DE outreach to both international, continuing education, and current students as these outreach efforts enhance the experience of local students.

- Year #1: Research partnerships/Identify potential classes; programs
- Year #2: Reach out to community and international partners
- Year #3: Formalize agreements
- Year #4: Begin enrollment
- Year #5: Assess and identify next steps/changes

## Timeline

The following is a preliminary timeline of initiatives related to DE Beyond Hawaii:

Year 1: Research partnerships/Identify potential classes; programs

Conduct a needs assessment of these students. Identify/prioritize potential partner institutions to work around federal restrictions. Consult Honda International/Continuing Education departments for guidance on identifying potential partners.

Year 2 and 3: Formalize agreements

Identify the specific courses that these students need and target efforts for international and continuing education students; prioritize partner institutions.

Research the possibility of reserving a certain number of seats for international/continuing education students to ensure that they can successfully enroll in classes (especially asynchronous classes due to time differences).

Year 4 and 5: Begin enrollment; Assess and identify next steps/changes

Begin with specific and targeted efforts to increase the recruitment of students and the reputation of the institution.

See [Spreadsheet OBH](#) for Action Plan.

## *Marketing Online Education*

### **Background**

Kapi'olani CC maintains an [Online Learning Website](#), linked directly from the [Kapi'olani CC Main Webpage](#), which introduces prospective students to the institution's fully-online degree and program pathways and provides essential information.

The campus participates in the [UH System Online Website](#), which lists all of the fully-online degree and certificate programs available from each of the UH campuses, and Kapi'olani CC's online classes in any given semester are listed both on the [UH Online Courses Website](#) and at the [Kapi'olani Online Learning Website](#).

In the past, the campus has marketed a limited number of fully-online certificate pathways via the Kapi'olani CC Main Webpage slider.

### **Connection to DE Mission & Vision Statements**

Without students, the campus is unable to fulfill DE Mission & Vision Statements. Marketing strategies can help ensure that there are students in the various programs. In addition, the DE Mission and Vision Statements communicate significant benefits that many potential students will find appealing; these can be emphasized in marketing materials.

### **Area(s) of Focus**

Kapi'olani CC's online offerings significantly increased in number during COVID-19. However, it is unclear how many degree and certificate pathways and how many

classes will remain fully online in the post-COVID era. Once the balance of in-person, hybrid, and online offerings is more settled, the campus can begin to actively market online programs, both within the state and beyond. Recent data suggest that traditional students are becoming more and more interested in online learning, but non-traditional students remain an under-tapped market for online learning, so marketing strategies must be developed that can reach these students.

## Goals/Objectives for 2022-2027

- Improve awareness and visibility of Kapi‘olani CC Distance Education
- Increase enrollment in online classes and online certificate and degree programs

See [Spreadsheet MAR](#) for Action Plan.

## *Online Education Microcredentials & Badges*

The terms *microcredentials* and *digital badges* have been used interchangeably. For the purpose of this DE Plan, *microcredentials* are defined as a credential that is awarded upon successful demonstration of a skill or an accomplishment, and a *digital badge* is a type of microcredential (Clements, West, and Hunsaker, 2020). Other types of microcredentials include certificates and nano degrees (Clements, West, and Hunsaker, 2020).

## Background

Microcredentials can enhance student success both in the workforce and in their academic journeys. The campus is just beginning its exploration of the potential of microcredentials, though it could be argued that the institution’s long-established Certificates of Competence, which include many fewer requirements (in some cases, as few as nine credits) than the Certificates of Achievement, the Academic Subject Certificates, or the Associate Degrees, serve as a precursor to this initiative.

Since 2017, which is when the first DE Plan was implemented, some of the campus DE practitioners have begun to implement microcredentials and issue digital badges in the following ways:

- Digital badges were created for 13 non-credit workforce-development courses and issued to 229 students.
- Six professional development badges were created and issued to 134 participants completing such programs as TOPP Modules, Digital Accessibility Training, and TOPP To Go!
- The campus has established a [Badgr account](#) (for professional development-related, non-credit-related, and credit-related badges).
- A few credit faculty members are offering digital badges (usually not housed in a badging program) within their individual classes.

## Connection to DE Mission & Vision Statements

Microcredentials can increase student *engagement* and contextualize learning content and skills to highlight *authenticity*; in combination, these can enhance the *transformative* nature of students' *learning experiences*, thereby *preparing and empowering students for their futures* in both the workforce and their academic journeys. If microcredentials are created around collaboration skills and activities, they can help *foster supportive online communities* and incentivize *genuine human connections* between students in their classes. If in implementing microcredentials the campus begins to rethink the educational pathways and even course schedules into small chunks, these educational pathways may help further *open access* to educational experiences. Finally, as the campus is leading the way in implementing digital badges across the UH System, in particular with issuing badges to students, it is positioning itself as a *leader in quality online teaching and learning*.

## Area(s) of Focus

In order to ensure student success in the workforce, Kapi'olani CC must ensure that students are leaving the institution with the skills and knowledge sets that employers are looking for in their employees. This requires partnerships with local industries and requires that the campus be responsive to their needs. Microcredentials are emerging as a way to build these relationships: workforce employers can both use the microcredentials to quickly determine a potential employee's abilities, making Kapi'olani CC students desirable candidates, and can easily determine and inform the institution if particular skills sets are not being adequately addressed by the current microcredentials, certificates, and/or degrees.



Now, more than ever, people's lives depend on online interactions (this was a trend accelerated by the pandemic), so microcredentials make more sense than ever before. The Millennial generation and those that come after, in particular, are accustomed to the value and authenticity of digital artifacts. Consider, for example, the vaccination passport systems implemented across the nation and even in the UH System: microcredentials have more and more real-world significance.

Microcredentials, then, have the potential to shape DE on the campus in the following ways:

- Respond quickly to emerging workforce insights about needed skills and knowledge sets.
- Provide to potential employers clear evidence of the skills that students have received through their coursework (Bowen & Thomas, 2015; Gibson, et.al, 2015)
- Help faculty consider the skills that students need when entering the workforce, thereby aligning course structures to SLOs and workforce skills.
- Retain students in completing their coursework, thereby increasing student success.
- Identify progress in learning and content trajectories (Gibson, et.al, 2015, p. 405)
- Incentivize positive learning behaviors (Gibson, et.al, 2015, p. 405)
- Repackage and/or scaffold degree pathways.
- Encourage faculty and student development.
- Assist in the marketing of courses and degree programs - microcredentials can be used for gamification, thereby making learning more fun and engaging.

The microcredentials initiative also has the potential to help us, as a campus, to rethink educational pathways and increase enrollments, thereby increasing revenue. Currently, educational pathways are usually packaged in "huge chunks" as degrees and certificates. Creating or restructuring some pathways into "small chunks," which could be done through the use of microcredentials, may revolutionize much of our work as educators.

## Goals/Objectives for 2022-2027

- Collaborate with industry partners on how microcredentials and digital badges can support workforce needs.
- Educate the campus about microcredentials and digital badges:
  - What are microcredentials and digital badges?
  - How can they be used?
  - How can they be displayed (for faculty, staff, and students)?
  - What are the benefits of microcredentials and digital badges?
- Implement a small pilot of microcredentials and digital badges in credit courses.
- Pilot program to recruit credit and non-credit faculty to redesign their SLOs around microcredentials and digital badges.

See [Spreadsheet OMB](#) for Action Plan.

## Resources

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## *Non-Credit Online Education*

### Background

The campus has a long history of offering non-credit courses to the community, and the structures that support these courses, from organizational charts to software, have fluctuated greatly over the years. The institution's non-credit teachers are sometimes also credit-side teachers, and in fact, most of the current instructors are real-world practitioners. Kapi'olani CC's non-credit courses do not follow credit-side

schedules; they may be offered at any time and for any length of time. This flexibility allows for adaptation to community needs.

The campus offers short-term, professional development, workforce, personal enrichment, and life-long learning non-credit courses to meet the needs of the community in the areas of health, information technology (IT), business, hospitality and tourism, culinary, languages, leisure and recreation, personal enrichment, and courses for international students. These courses vary in length and are offered throughout the year adapting to the needs of the community. Historically these courses were offered mainly in-person, but within the past four years, to be able to meet the needs of the community from across the state, more non-credit courses have been offered online.

Since 2017, which is when the first DE Plan was implemented, Non-Credit online courses have grown significantly, including:

- Developing 16 new online courses resulting in 38 sections of these courses being offered.
- Enrolling 913 students in online non-credit courses.
- Serving 109 students residing on Kaua'i, Maui County, and the Island of Hawai'i and four residing in the continental United States.
- Developing two courses resulting in four sections of these courses being offered to international institutions, serving 33 students residing in Japan.

## **Connection to DE Mission & Vision Statements**

One way to approach *genuine human connection* in the online environment is through synchronous virtual learning; most non-credit courses include synchronous sessions. Because non-credit courses include real-world situations with instructors who are current practitioners in the field, they can offer *engaging, authentic, and transformative learning experiences*. Finally, non-credit courses directly *prepare and empower students for their futures*, as most of the courses are offered as preparation for specific careers.

## Area(s) of Focus

Non-credit classes and programs are important to higher education in that they offer:

- Another avenue for delivering courses.
- Outreach to students living beyond Oahu and non-traditional students who have other commitments - flexibility to students to meet their schedule, and time difference for out of state and international students.
- Efficiency - more students learning the same content uniformly at one time.
- Increased access for students to enroll in non-credit courses - the use of technology can make it more convenient for students, e.g. for those with physical disabilities preventing them from attending in-person courses or other accessibility needs. Potentially increase the ability for students to grasp the concepts being taught as it can align with their learning style, and increase support to the student by family members or friends. They can attend live online sessions with the students.
- A pathway for non-credit students to continue their academic careers into a degree program.

Workforce demands may well shape the future of Kapi'olani Community College, and non-credit offers the flexibility needed to explore workforce preparation options and to meet specific workforce needs. The institution can:

- Reach out to students living beyond Oahu and non-traditional students who have other commitments - flexibility to students to meet their schedule, time difference for international students.
- Meet industry demands for short-term training/certificates or Continuing Education Units (CEUs) versus degrees that require longer training and different goals.

In addition, non-credit classes can address lifelong learning needs of the community such as recreational, leisure, and personal enrichment.

## Goals/Objectives for 2022-2027

- Expand Non-credit Online (diversify course subject areas, expansion of course offerings beyond O'ahu).
- Ensure that the campus recognizes and embraces non-credit students and programs, including

- Recognizing and accepting non-credit digital badges.
- Allowing non-credit students to have UH email accounts.
- Allowing non-credit students to have full access to student support services and other on-campus resources.
- Ensure that non-credit instructors are qualified and recognized as such.
- Create and fund a non-credit counselor position.
- Expand the number of non-credit registration and records personnel.
- Bridge credit and non-credit programs with policies and practices such as PLAs, articulation agreements, credit by exam, etc.
- Actively engage with the UH System Office to advocate for productive non-credit plans for the future.

See [Spreadsheet NCO](#) for Action Plan.

## *Non-Credit / Credit Collaboration in Online Education*

### **Background**

Non-credit / credit collaboration has the potential to boost overall enrollment (in both credit and non-credit programs) and catalyze a reconception of educational approaches to better meet the needs of a wider variety of students.

Since 2017, which is when the first DE Plan was implemented, some of the campus DE practitioners have begun to explore the possibilities of non-credit / credit collaboration in specific programs, including:

- Collaborated in offering 19 IT courses resulting in 11 students registering.
- Collaborated in offering five ED courses resulting in one student registering.

### **Connection to DE Mission & Vision Statements**

Non-credit / credit collaboration can enhance *access to quality online learning* for more potential students. A robust collaboration also positions the institution as a *leader in quality online teaching and learning*. Finally, this collaboration can better *prepare and empower students for their futures*.

## Area(s) of Focus

Non-credit / credit collaborations can be essential to the health of this institution in a variety of ways, including:

- Creating pathways for careers and workforce demands.
- Providing a less intimidating entry point for students who may see two-year programs as daunting and perhaps unachievable, as opposed to non-credit programs which provide more flexibility and options.
- Providing an alternative entry point into college for students who may not have considered college and/or for those interested in changing their careers.
- Generating a new stream of revenue for the College.
- Opening up more opportunities for exploration and engagement in specific subject areas.
- Helping to identify equity gaps in student support and services.

Workforce demands may well shape the future of Kapi'olani CC and non-credit / credit collaborations can allow the maximization of multiple benefits in this area, including:

- Outreach to non-traditional students who have other commitments.
- Easier access for those who have accessibility needs.
- A viable option to meet the community/workforce demands of the entire state.
- Transferability opportunities.
- Addressing/closing the equity gap in student support and services.

## Goals/Objectives for 2022-2027

- Expand non-credit / credit collaboration in DE.
- Establish open communication channels between the FSDEC and DE Plan Implementation Team and OCET faculty to promote and support DE Non-Credit/Credit Collaboration initiatives.
- Advocate for a firm college commitment to ensure non-credit students have equal access to academic and student support and services as their credit counterparts.
- Create and fund one FTE Coordinator to expand DE Non-credit/Credit Collaboration across campus and the state.

- Create and fund one FTE Counselor/Advisor position to holistically support non-credit students throughout their journey at the College.
- Work with stakeholders to ensure that the College affirms (perhaps in the policy) that non-credit students **ARE** Kapi'olani CC students.

See [Spreadsheet NCCC](#) for Action Plan.

## *Online Instructional Issues: Faculty & Staff Professional Development & Support*

### **Background**

For some time, faculty teaching online at Kapi'olani CC have been independently creating and facilitating DE courses. It is not surprising, then, that high-quality professional development has been (and continues to be) the keystone of our successful DE program. Our professional development programs ensure that faculty acquire foundational knowledge, skills, and competencies to design their online classes and teach online.

Since 2017, which is when the first DE Plan was implemented, the campus has made major progress in this area, including the following (please click on hyperlinks for more information and data about each initiative):

- [Advanced TOPPics](#)
- [ALOHA E Institute](#)
- [Fundamentals of Digital Accessibility Training](#)
- [Go2Knowledge Webinars](#)
- [Kapi'olani Summer Camp](#)
- [Kūloa'a PD Initiative](#)
- [RECHARGE / Refresh Technology Day](#)
- [SPOTLIGHT](#)
- [SPOTLIGHT: Lunch & DESSERT](#)
- [TEACH Website](#)
- [Teaching & Learning Contingency Support](#)

- [TOPP To Go!](#)
- [TOPP & TOPP Revision](#)
- [UH FLOC](#)
- [UH Online \(5-week\) Summer Professional Development Program](#)
- [Workshops & Webinars](#)

In addition to award-winning professional development, our three credit-side and one non-credit-side Instructional Designers 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.

## Connection to DE Mission & Vision Statements

Professional development and instructional design support initiatives directly support the DE Mission & Vision Statements in that they ensure *quality online learning experiences with genuine human connections*, position the campus as a *leader in quality online teaching and learning*, and *foster supportive online communities* (among faculty and, through faculty, among students).

## Area(s) of Focus

Enabling and empowering online faculty through continued PD and support to improve the design and facilitation of online learning will **enhance the overall quality of DE** at Kapi'olani, and will naturally attract more students looking for quality online programs. Ensuring that Kapi'olani CC's online classes meet Federal and ACCJC rules and regulations is of primary importance. The recently implemented Online Course Quality Review process (see the [DE Class Coaching/Review section](#)) identifies courses and instructors that need training and support to ensure compliance with [Regular and Substantive Interaction](#), Family Education Rights and Privacy Act, Student Identity Verification, and ADA Accessibility. The college should provide guidance and assistance in remediating the courses and ensure consistency and quality.

The current lineup of professional development opportunities at Kapi'olani CC for



online instructors has created a culture of excellence and a community of practice over the last four to five years. Once trained and experienced in teaching online, most online faculty actively share their practices and help each other to continue improving. Future PDs should continue to facilitate shared growth in skills and knowledge.

Additionally, more online faculty should be trained in using OER and integrating library support into their online classes, as they ultimately benefit online learners.

The professional development and instructional design support provided by Kapi'olani CC's excellent practitioners has earned the high respect of not only members of this campus, but members of many campuses across the UH System.

**Moving forward, these professional development opportunities will continue to provide training and support of the highest quality, and will continue to help build a rich and mutually-supportive community of online teaching faculty committed to continuous improvement.**

## **Goals/Objectives for 2022-2027**

- Prepare instructors to teach high-quality online/hybrid courses that meet regulations and are designed for online pedagogies.
- Redesign/revise signature PD programs as needed to keep the training current with emerging DE best practices and campus needs.
- Facilitate continuous learning opportunities for experienced online instructors to improve their online teaching skills.
- Train and support instructors to increase their digital fluencies.
- Train and support faculty to integrate culturally sustaining teaching practices, especially for Native Hawaiian and Pacific Islander student populations.
- Re-create & maintain an accessible website and/or repository of resources for online instruction and DE data for support.
- Advocate for resources to provide online teachers with the tools, services, and equipment they need to improve online instruction. Preferably, establish budgetary allocation for this purpose, and create systems for intentional and collaborative decision-making about the use of those funds.
- Continue creating and distributing the monthly DE Newsletters, which serve as a form of professional development.

- Create a searchable and actionable database of people, training, resources, and statistics to improve planning and services and to guide the further development of a mutually-supportive community of DE practitioners.
- Encourage each department to foster an active community of teachers teaching with technology, and empower the departments to identify the PD needs and provide training to their department colleagues when appropriate.
- Train and support staff to integrate technology in their work of supporting the campus.

See [Spreadsheet PDS](#) for Action Plan.

## *Online Instructional Issues: Labs & Experiential Classes*

### *Online*

### **Background**

At Kapi'olani CC, as in most institutions across the nation, labs and experiential courses are particularly challenging to implement effectively online. Thus, prior to COVID-19, few of these types of courses were available online. Exceptions include labs for anatomy & physiology, geography, and geology.

The pandemic, however, forced many labs and experiential classes online, allowing instructors and lab monitors/coordinators to investigate and articulate some specific areas of difficulty and allowing them to find potential solutions to some problems.

Since 2017, when the last DE Plan was implemented, some instructors have investigated online lab kits and packaged virtual labs, and tools, technologies, philosophies, and pedagogies for teaching studio art online. Instructors participated in TOPP training, created videos, explored synchronous instruction tools such as Zoom, and upgraded or modified software licensing agreements. However, all of this work has been done independently within individual departments. And some of the tools and labs employed were free or low-cost during the pandemic, but are now more expensive.

For all these reasons, and because in some programs' external accreditors require in-person instruction and/or clinical placements, it is anticipated that some, but not all, of the experiential classes will choose to return to in-person or hybrid formats when the threat of the pandemic has receded. Though Kapi'olani CC may want to consider online learning to maintain competitiveness with other institutions, it also needs to maintain quality. And to support quality online instruction in experiential and lab courses, significant resources are needed.

## **Connection to DE Mission & Vision Statements**

*Quality online learning experiences* are a high priority in the DE Mission Statement and for instructors of experiential and lab courses. *Open access* is an ongoing concern: shifting costs for needed materials and/or software to students can prohibit access or cause inequalities in student experiences based on socioeconomic status.

## **Area(s) of Focus**

### **Workload**

It has become abundantly clear that teaching online is more work than teaching in person, maybe especially for experiential and lab courses.

### **Materials**

Many of these courses require the hands-on application of skills, so students need materials and equipment at their locations. Some digital tools can take the place of some of the hands-on materials, but students need access to those tools.

### **Space & Equipment**

In some disciplines, students do not have home access to space or equipment necessary to meet course SLOs.

### **Potential Cost to Students**

Virtual labs are not free, lab kits are not free, and there are shipping costs, too. Asking students to carry these costs without assistance from the college may be a

violation of open access and equity principles. It is important to note that many of the campus's in-person science labs and studio art classes have no lab fees. Program fees may offer a potential solution if these fees can be covered by financial aid. Possibilities such as this need to be investigated, and solutions institutionalized, as campus systems for assessing fees are not consistent across or even within departments. It is important to note that all lab fees/supply fees must be listed in course comments.

## **Support for Faculty**

Each discipline may need tailored professional development. Additional support for instructors is needed in the form of time for the creation of resources and collective sharing banks.

## **Goals/Objectives for 2022-2027**

- Secure grant funding to be distributed to faculty/staff as mini-grants for innovation and development in the area of Online Labs and Experiential Courses. This funding should provide release time for faculty in addition to a materials and equipment budget.
- Investigate lab & [program fees](#) processes for various disciplines/programs on campus, and consider standardization either across the institution or within programs. Keep in mind equity concerns & access concerns.
- Institutionalize online lab support. Keep in mind staffing concerns, equity concerns, funding concerns, etc.
- Conduct research, data collection, and analysis on student success in online vs. in-person programs in various disciplines (partner with OFIE).
- Designate and support champions in each of these extra-challenges disciplines to serve as resources and support to fellow faculty and staff.

See [Spreadsheet LEC](#) for Action Plan.

# *Online Instructional Issues: DE Class Coaching/Review*

## **Background**

The quality of Kapi'olani CC's online classes has been of tremendous importance to the campus and its distance educators for many years; efforts to ensure online class quality began with the development of comprehensive professional development for online teachers (please see *Instructional Issues: Faculty & Staff Professional Development & Support* for more information). More recently, the review of online classes has been spotlighted nationally with such endeavors as the [Quality Matters](#) (QM) rubric, courses, and review services. Multi-campus systems and individual campuses across the nation are involved in adopting, adapting, or creating rubrics, review tools, and review processes to ensure the quality of their online classes. Much of this effort has been fueled by federal laws (such as FERPA and ADA), by the federal DOE's definitions and regulations, and, subsequently, by regional accreditors' standards and requirements. In fact, the institution's own accreditor, ACCJC, has recently [updated its DE requirements](#) to include ensuring RSI (Regular & Substantive Interaction) in online classes. One way to ensure that online classes comply with relevant laws and meet federal and ACCJC requirements is to review the classes. This was confirmed in a [November 2020 ACCJC Webinar](#).

Since 2017, which is when the first DE Plan was implemented, the campus has made major progress in this area, including:

- Collaborative development of a visionary and forward-thinking [DE Class Review/Coaching Process](#) pilot, approved by the Faculty Senate and the ELT, that is responsive both to present and future campus needs.
- Development of two comprehensive and supportive review rubrics: [BaRe](#) (Basic Requirements) and [CoRe](#) (Collaborative & Reflective), including testing, review, and revision.
- In compliance with new DE-related ACCJC requirements, development and dissemination of a [Kapi'olani CC definition of RSI](#) (definition approved by FS & ELT and in current use). Note: RSI is an important component of both review rubrics.
- Accelerated implementation of the DE Class Review Process pilot at scale, thanks to HEERF funding, in Fall 2021 & Spring 2022, after which all of the

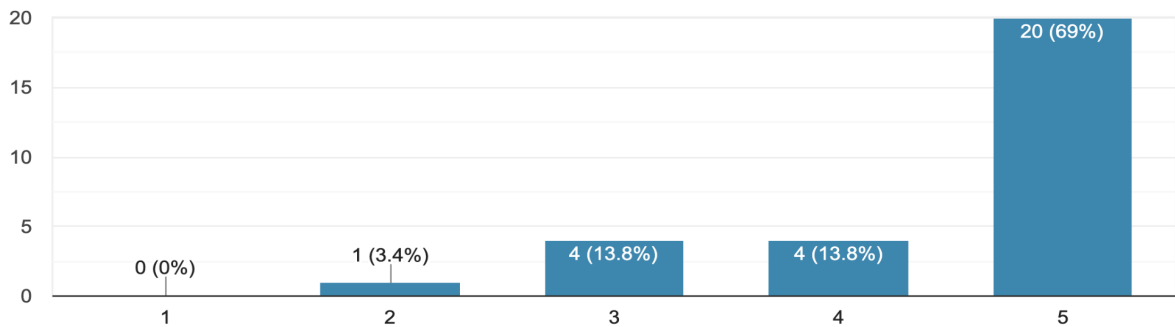
institution's DE classes (the ones that will continue to be offered online after Spring 2022) will have been reviewed.

In fact, the campus has become a leader in Hawai'i in the DE Class Review/Coaching initiative; Kapi'olani CC is the vanguard in terms of quality credited classes (public and private, two- and four-year campuses). And Kapi'olani CC was invited by ACCJC to share its effective responses to the changes in DE expectations in a March 2022 webinar, [Changes in Distance Education Regulations](#), at which the campus served as one of three institutional panelists.

It is also important to note that the DE Class Review/Coaching Process is faculty-initiated, faculty-approved, and faculty-driven. It is supportive in nature, and implementation has proven to provide excellent supplemental professional development in addition to valuable quality review data. When participants have completed the coaching process, they are invited to participate in a post-coaching survey, and the results are overwhelmingly positive:

**To what extent was this coaching/review process helpful to you?**

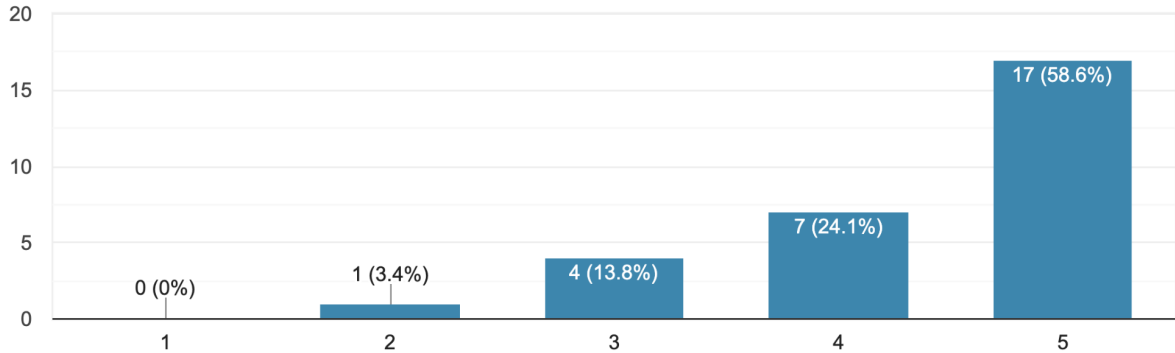
29 responses



1 = not at all helpful; 5 = very helpful

Our DE Class Peer Coaches/Reviewers reported that their conversations with you were "rich" and "deep." To what degree would you agree with that assessment?

29 responses



1 = not at all rich or deep; 5 = very rich and deep

Note: survey summary updates and open-ended question responses available upon request and as more surveys are submitted.

## Connection to DE Mission & Vision Statements

The DE Class Review process directly supports the DE Mission & Vision Statements in that it ensures *quality online learning experiences with genuine human connections*, positions the campus as a *leader in quality online teaching and learning*, and *fosters supportive online communities* (among faculty and, through faculty, among students).

## Area(s) of Focus

**Moving forward, the DE Class Coaching/Review Process will continue to broaden the campus's understanding of the importance of high-quality Online Education and its understanding of the work-intensive challenges of teaching online.** The work also highlights specific campus needs related to Online Education and provides data to support the future allocation of resources to meet these needs, including:

- Quality professional development for online teachers.
- Re-consideration of workload issues through the lens of teaching online.

- Support for faculty in meeting challenging federal and ACCJC requirements, such as assistance with digital accessibility.
- An open and mutually-supportive community of online educators.
- Possible modifications to the Minimum Qualifications (MQs) and/or Desired Qualifications (DQs) of faculty positions for future hiring.

**The DE Class Coaching/Review Process, if standardized, has the potential to generate the data needed to effectively shape the future of DE on the campus and to ensure that the campus remains the state leader, and one of the nation’s leaders, in providing high-quality DE.**

## Goals/Objectives for 2022-2027

- Continuous assessment & improvement of the DE Class Review process & tools, including working with OFIE to capture, analyze, and disseminate data from the process and continuous improvement of support resources & processes for faculty who are not meeting federal and ACCJC requirements.
- Reconsider the relationship between DE Class Review process & “regular” peer review; action to be determined based on analysis.
- Advocate for the hiring of a campus-specific FT Digital Accessibility Coordinator.
- Standardize/institutionalize the DE Class Review process, including determining authority lines and communication.
- Share DE Class Review Process with fellow UHCC-system institutions.

See [Spreadsheet OCC](#) for Action Plan.

## *Services for Online Students: Admissions, Records, & Financial Aid*

### Background

#### Admissions & Records

The [Kekaulike Information and Service Center \(KISC\)](#) was created in 2002 as a one-stop center to provide services for admissions, records, registration, transcript evaluation, graduation, cashiers, and financial aid. Over the years, the center



evolved to provide more specialized services and was renamed in 2018 to the Kekaulike Center for Admissions, Records, Graduation, and Financial Aid.

Students can apply for admission to Kapiʻolani CC via the online Liaison application, accessible on the Kapiʻolani CC website ([Admissions](#)). Through the campus website, students can view available semester courses ([Class Availability](#)), make changes to their registration ([STAR](#)), and access various admissions/registration/graduation related forms ([Admissions Toolbox](#)). The Kekaulike Center made these forms available for electronic submission. Currently, five forms can be submitted electronically, with the goal of converting all forms for electronic submission. Students can submit electronic copies of any PDF form via email.

UHCC students can register for courses, add/drop courses, view their schedule, and pay their tuition in STAR or via [MyUH Services](#) online. Students may call or email the Kekaulike Center with any questions regarding admissions and registration.

Since 2017, when the first DE Plan was implemented, there have been several changes to the Admissions & Registration Services, partly in response to COVID-19-related pressures to offer more online and digital services. These changes include the following:

- The admissions process has shifted to an online application only, which involves a paperless application process, receipt, and processing of uploaded or emailed support documents, utilizing online file storage, and sending acceptance emails.
- Onboarding via text messaging, Zoom meetings, and emails is a common practice.
- Online registration, adding and dropping courses (within academic deadlines) and grade change options (before the start of the semester) can be done through STAR.
- Self-help online services are offered through the MYUH Services website.
- Change of major forms now utilize Quali Build; these forms are submitted online.
- Instructor Grade Change forms are now Quali Build forms that are submitted online.

- Health clearance waivers (HW) are available for students taking online classes only. This practice will evolve as the UH system responds to COVID-19 State of Hawaii and Hawaii Department of Health restrictions.
- More and different types of online classes (asynchronous, synchronous, and combined asynchronous/synchronous) are now being offered, which has changed how online classes are represented and organized in Banner and STAR.
- Late course adds and late course drops can be emailed and processed by the Admissions and Records office after submitting the Department Chair's and instructor's approval.
- Requests for transcript evaluations and graduation petitions are submitted online.
- All official Kapi'olani CC transcripts can be ordered online and delivered electronically through the National Student Clearinghouse.

## Financial Aid

[Financial Aid](#) information is readily available and accessible on the Kapi'olani CC website ([Financial Aid](#)). A direct link to the Free Application for Federal Student Aid (FAFSA), FAFSA school code, and FAFSA priority application deadlines are also listed on the site.

Students can monitor their application process (including Financial Aid Satisfactory Academic Progress eligibility; status of pending requirements; financial aid awards) via [MyUH Portal](#). Students may contact the financial aid office directly via phone, email, or through their [MyUH portal](#). Appointments (personal, phone, and zoom) may also be made with a Financial Aid Specialist.

Most financial aid forms are in a form fillable pdf format and accessible online through ProEd with the option to digitally sign the documents with Adobesign. Forms not available through ProEd are in the [Financial Aid Toolbox](#) (such as the 2021-22 Appeal for Special Circumstances and Concurrent Enrollment form). The Financial Aid Satisfactory Academic Progress appeal form can be obtained from the Kapi'olani CC website and submitted electronically through ProEd.

All communication is sent to students through their UH email. There may be additional steps or additional information needed after documents are reviewed. Students are awarded financial aid after all steps are completed. Distance students may connect with Financial Aid specialists via phone and email.

Effective the 2021-2022 academic year, the Financial Aid Office is working with the University of Hawai'i Community Colleges System Office to centralize financial aid. The processes assist with compliance, improvement, alignment, and streamlining of processes, including awarding, throughout the seven UH System Community Colleges. This also includes implementing system-wide initiatives like [Course Program of Study](#), which was implemented in Fall 2021. Course Program of Study is a process that helps schools stay compliant with Title IV guidelines to award aid for only coursework that is applicable to a student's major. Centralization is an ongoing project with continued processing improvements for both the student and the campus each year.

- Financial Aid always looks for improvements in automating their processes. Relationships were established with other UH system campus financial aid offices and UH system/community college initiatives have been implemented. In the past three years, this office has implemented these new processes and is moving forward with the UH Community College Centralized Financial Aid process starting 2021-2022.
- Financial Aid needs to be informed of all DE programs that are being considered to ensure these programs are financial aid eligible since DE requirements may be different from financial aid requirements. When this office is made aware of these DE programs, they are able to vet them through the process.
- Financial Aid creates access to education. Fortunately, the financial aid processes at Kapi'olani CC have a strong electronic presence where all communication and requests are via email and accessible via MyUH. The majority of student submissions are electronic and improvements to processes continue, especially through UH system/community college initiatives.
- The Financial Aid Office processes are essentially online/electronic or open access to those who apply and/or are eligible. Their office strives to make its correspondence sensitive and meaningful, within the infrastructure the campus has made available. Improved technologies and coordination with UH system/community college initiatives pushes the Financial Aid office to improve its automated processes.

## Connection to DE Mission & Vision Statements

Admissions, Registration, Graduation, Transcript Evaluations, and Financial Aid services directly support the DE Mission & Vision Statements. Without these processes and systems in place, *open access to quality online learning experiences* would not be possible.

## Area(s) of Focus

DE will require Kapi'olani CC to go beyond servicing its local community and educating its local students within the State of Hawai'i. Services must be virtual and be available across time zones. The Admissions and Records process has changed by providing more electronic forms and self-help online services that can be accessed online and can be submitted electronically 24/7. In order for the DE process to work efficiently, the A&R office needs to process, admit, assist with registration, and graduate students without in-person interactions, yet offer a human connection during these experiences. DE students that require financial aid will need a digital process that can offer convenience and timely processing of their financial documents when in-person service is not an option. To maintain principles of open-door admission and equity, it is essential to provide all students, no matter where they live, with financial assistance for their educational journey.

Balancing in-person services versus online and digital services has been challenging with limited resources and a staffing shortage. Financial Aid staffing is also limited, with an unfilled Financial Aid Specialist (APT-A) position that has been open since the start of the pandemic with no promise of being filled in the future.

With the centralization of financial aid for the community colleges, some processes are done at the UHCC Central Office while other processes are done at the campus level. Since many of these processes changed, Kapi'olani CC had to adapt and create new processes and workflows within the Financial Aid office. In the future, the Financial Aid office will explore more online services and operate in a digital environment, while providing a human connection at the same time.

## Goals/Objectives for 2022-2027

- Convert all Kekaulike Center forms to electronic forms (Kuali Build forms).
- Create a STAR team to incorporate counselors, a faculty representative, a

STAR specialist, and a transcript evaluator to represent a variety of academic disciplines and perspectives needed in the STAR building and maintenance process.

- Ultimately, centralize DE admissions, registration, and financial aid at the UHCC system level.
- Align the Financial Aid centralization goals directly related to DE, since this will streamline and automate the processes for all students regardless of medium (in-person/DE).

See [Spreadsheet ARF](#) for Action Plan.

## *Services for Online Students: Bookstore*

### **Background**

The [Kapi'olani CC Bookstore](#) aims to provide all students, including DE students, with an accurate tool by using its website to enable students to access the correct version of their required textbooks. The Bookstore works with [faculty](#) to adopt the best format and costs for their textbooks: print, [rentals](#), ebooks, access cards, or Interactive Digital Access Program ([IDAP](#)) textbooks. In cases where faculty prefer their students to purchase directly from the publisher or other sources if the textbook information is made available to the Bookstore, students will be able to use the price comparison tool which is updated daily to find the most competitive price and choices. Students may place online or pick up book orders.

### **Connection to DE Mission & Vision Statements**

Many instructors see textbooks as a major component of *quality* education, both for online and in-person classes. The Bookstore supports teachers and students in the acquisition of textbooks to enhance the *quality* of the learning experience. It also seeks to implement low-cost options for students, contributing to the *open access* aspect of the DE mission statement.

## Area(s) of Focus

The Bookstore hopes to increase the adoption of IDAP textbooks as this is the most cost-effective option for students and for most courses, the online textbook, and related online resources are made available to students a week before the start of the semester. Many print books or looseleaf books are not refunded once the wrapping is removed; however, IDAP may be refunded within the opt-out period. This is helpful for students who change their minds regarding which courses to retain after the initial flurry of the semester.

## Goals/Objectives for 2022-2027

- Continue to improve pick-up and mail services for student textbook orders.
- Work with faculty to use IDAP (Interactive Digital Access Program) where applicable.
- Help students save money by providing cost-effective options.

See [Spreadsheet BKS](#) for Action Plan.

## *Services for Online Students: Counseling & Advising*

### Background

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

Counselors under the VCAA 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) through graduation, transfer, and/or career attainment. Counselors under the VCSA work with targeted populations of students (i.e. Student Parents; Dual Credit, Returning Adults; First-Year; International;

Military/Veterans; Native Hawaiian; TRIO; Disabilities; Mental Health & Wellness) and focus on outreach, retention, and persistence for these populations.

Counseling faculty follow the [Kapi'olani Community College Counseling Faculty Standards of Practice](#), which outlines roles and expectations (in addition to the [UHCC Faculty Classification Plan for Counseling Faculty](#)).

According to the DE addendum on the [Counseling Faculty Standards of Practice](#) (adopted in 2012), counseling faculty should provide equitable access to counseling services to ALL students (regardless of whether or not they are taking fully online, hybrid, or in-person classes).

Counseling faculty provide services to students through:

- Email
- Video conferencing
- Telephone
- Student online advising tools (i.e. STAR Balance, STAR GPS)
- Kapi'olani CC website
  - Contact information (office location, phone, fax, email, additional websites, hours of operation)
  - Instructions on how to access online advising tools and/or make an appointment
  - Advising sheets for programs/majors
  - Eligibility requirements, services offered, and intake processes for special populations

In addition to the examples above, counselors also provide outreach and support through the UH learning management system (Laulima), targeted email newsletters, multimedia approaches (i.e. radio, podcasts, postal mail), social media, and subscribed text messaging.

## **Connection to DE Mission & Vision Statements**

The DE Mission and Vision establish the need for equitable open access, quality learning experiences, and genuine human connections. This is perfectly aligned with the [Counseling Faculty Standards of Practice](#) and the counselors' role.

## Area(s) of Focus

Counseling is essential for student success. Counselors are the bridge between the students' ability to use technology and/or access technology to navigate online information and services. In addition, they advocate on the student's behalf to improve accessibility in all settings throughout their college experience.

DE needs to be integrated with all of the services offered across campus—both academic and student affairs. This is no longer limited to a limited group of students but involves expanding access to all students regardless of the method in which they choose to take their classes.

Counseling services and meetings were mainly provided in-person pre-pandemic. With the lockdown in effect, all counseling services were moved to a virtual format.

Due to the pandemic, students who would not normally choose to access services/information online were forced to adapt to this format. This created an overwhelming need for counselors to help students adapt, learn, and access technology.

In the past three years:

- [Counseling Directory](#) updated and improved
- Counseling appointments offered virtually
- Workshops and training offered virtually
- Forms and applications available to fill out and submit online
- Counseling hotline established for referrals

After the pandemic, all online services will continue to be necessary to a certain degree. But a thorough and continuous assessment of the need for online vs face-to-face services will have to be conducted in order to determine an appropriate balance.

By providing online services, counselors have expanded the accessibility of counseling. But a concerning aspect is the continued neglect of students who have limited to no access to adequate technology. The campus is not *open access* if it is not providing services to those students.



## Goals/Objectives for 2022-2027

Each counseling program/unit is responsible for developing goals relevant to the needs of their constituents, ensuring equitable access to services by utilizing online strategies, and assisting students in the navigation of online resources and processes. The Counselor and Academic Advising Council (CAAC) will support each counseling program/unit to develop these goals as necessary.

Decisions regarding the provision of counseling services, whether offered online or in person, should be determined based on continuous assessment of the students' needs for online vs face-to-face services by each counseling program/unit.

- Support individual counseling units in creating their own DE-related goals (which may or may not be embedded in service goals to all students), ensuring that goals are consistent with assessment of student needs within each individual unit.
- Communicate goal/s with DE coordinator.

Template for each counseling program/unit to develop as necessary [Goals for DE 2022-2027 Regarding DE-related Counseling & Advising](#)

See [Spreadsheet C&A](#) for Action Plan.

## *Services for Online Students: Library Services*

### Background

#### Library & Learning Resources

The Kapi'olani 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 Kapi'olani CC. IntraSystem Loan (ISL) services are provided to students, allowing them to borrow library items from other UH campuses. The Library's [website](#) serves as the main access point to the library's resources and services. The Library provides reference services in person, via email,

via phone, and now via chat. In addition, librarians have created online subject guides that facilitate access to specific resources, assignments, help guides, and subject librarians for a specific course or course assignment. Librarians also create and sometimes facilitate online modules for courses in the campus course management system, LauLima, to provide an alternative to in-person library or information literacy classes.

As part of its services, the Library supports the Open Educational Resources (OER) and textbook cost reduction strategic planning goals of the [College](#), the [UHCC System](#) (page 20), and the [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 instructors, with the assistance of library personnel, have received OER support to create and/or utilize these resources in their classes.

The library also supports online publishing platforms for student work and faculty works, such as textbooks and learning materials.

Since 2017, when the first DE Plan was implemented, the Library & Learning Resources unit has provided the following support:

- The library increased the number of online information literacy modules that instructors incorporated into their courses.
- Beginning in 2020, the library worked with instructors to continue to support classes that moved online due to COVID-19, including working with instructors to find a way to provide comparable services or resources to classes, since face-to-face library instruction was not possible. Examples included synchronous Zoom sessions, online subject guides, worksheets converted to Google Docs “form fillable” format, and videos.
- In 2019, the library started a chat reference service; usage of this service has increased significantly since the onset of the pandemic.
- In 2019, the library, along with the rest of the UH System libraries, migrated its Library Management System (Hawai'i Voyager) to a Library Services Platform (Alma + Primo VE). This new platform's Discovery layer allows students to search many of the library's physical and electronic resources in addition to online Open Access resources, through a single search interface.
- Print resource use has declined, and the need for electronic resources has increased. As a result, the library secured database trials, increased the

number of ebook vendors it works with, and sought CARES/HEERF funding to support the cost of these expanded services. In addition, the library created a [Remote Learning Assistance Guide](#).

- From AY 2018-AY 2022 2,793 classes have been offered TXT0, saving students over \$4.6 million in textbook costs. In Spring 2022 31% of the classes were TXT0 and 44% of instructors were teaching at least one class TXT0. This is the result of OER educational efforts, support from librarians, and the growing knowledge of college faculty.
- Per request of the Office of the UHCC VP and the CC chancellors and VCAAs, OER advocates in FY 2021 collaborated on a seven-college OER program implemented during FY 2022, resulting in an all-campus training program and OER development program.
- For courses moved from in-person to online to meet pandemic restrictions, resources and consultations with the OER leads and librarians allowed faculty to enhance their online courses with the proper use of all-rights-reserved and open educational resources.
- In response to the pandemic, the library started a book scanning service (20% or 2 chapters) for course reserves and select Hawai'i & Pacific titles.

## **SOS (Secrets of Success) Workshops**

For years, the library's Secrets of Success (SOS) program has offered workshops led by Kapi'olani CC faculty and staff on topics such as Microsoft Office applications and Google Apps, and surviving an online course. [Secrets of Success](#) moved fully online in March 2020. SOS offerings include technology-related workshops on Google Apps, including a [Google Apps Bootcamp](#) where students complete self-paced exercises.

## **Tutoring & Technical Support Services**

For years, the University of Hawai'i Community Colleges (UHCC) has contracted with online tutoring services (the current contract is with [tutor.com](#)) to provide 24/7 online tutoring services to UHCC students. In addition, students can access online tutoring at UH Mānoa's [Online Learning Academy](#) (synchronous online tutoring hours vary from semester to semester, but are generally available in the evenings, Sundays - to Thursdays). The [UH Information Technology Services Help Desk](#) provides 24/7 phone and email technical support for students, and provides a chat service Monday through Friday 8:00 am - 3:00 pm HST.

Since 2017, however, the tutoring and technical support services for online students at Kapi'olani CC have grown significantly. Prior to COVID-19, [the Study Hub](#) @ Lama Library only offered in-person tutoring support, and tutors referred students to [tutor.com](#) for online support. In March 2020, **the Study Hub moved peer tutoring in-person services online** due to COVID-19 restrictions. Despite the shift to entirely online learning in Spring 2020, the Study Hub has been able to provide the same number of tutoring hours as pre-pandemic times.

In addition, to meet increased demand for asynchronous writing support as evidenced by [tutor.com](#) monthly usage reports, the Study Hub piloted and later fully implemented an **online Essay Drop-off Review service** starting in January 2021. Finally, the Study Hub now offers **technology tutoring services to students**, meeting a need that had been noted by teachers, Student Congress surveys (see p.7 of the [2018 survey](#)), and librarians who were informally assisting students with technology questions and troubleshooting.

Another aspect of technical assistance offered by the library is the laptop loan service. Pre-COVID, the library extended the loan period for a select number of laptops from two days to seven days. After March 2020, the library increased the number of laptops, headsets, and webcams available for students to borrow. In March 2020, the library extended the electronics loan period to the end of the semester, and anticipates keeping the same loan periods until the end of the COVID-19 pandemic.

## Testing Services

Kapi'olani CC's [Testing Center's](#) core mission, historically, was to support placement testing, testing for hybrid and online classes, make-up testing, and accommodations (ADA) testing. In addition, the Testing Center supports ATI-TEAS testing for nursing applicants, proctoring requests from students from institutions outside of Hawai'i, and qualifications testing for the State Public Safety Department. The center, located in Lama Library, is available to proctor exams thirty-four to fifty-six hours a week during the regular semester, depending on funding for student assistants and pandemic precautions, and longer during final exam periods.

Under normal conditions, the center provides in-person and highly secure proctored testing. In recent years, the Testing Center had increased test security by implementing lockdown browsers for placement testing. Lockdown browsers can

interfere with cheating on tests because they prevent students from viewing pop-up information screens designed for the tests. And in 2018, test cheating attempts were significantly reduced due to in-room proctoring and a full installation of video surveillance cameras.

Pre-pandemic, both online and paper testing for DE and hybrid classes stayed steady during full-capacity years from AY 2016 through AY 2019. In 2016, the Testing Center proctored 8,114 tests for DE classes and 1,890 tests for hybrid classes (10,004 in total). In AY 2019, the Testing Center proctored 7,883 tests for DE classes and 2,291 tests for hybrid classes (10,174 in total).

In AY 2019, the Testing Center implemented an online student survey which revealed that overall student satisfaction with services averaged 95.3% from FY 2018 through FY 2020.

Under pandemic social distancing guidelines, the Testing Center restricted support for all forms of academic testing except accommodations and make-up testing. In-person Accuplacer placement testing is provided. Language placement testing (ASL, Chinese, Filipino, French, Hawaiian, Japanese, Korean, and Spanish) is done remotely by a language instructor.

A May 7, 2021 memo to the Council of Chief Academic Affairs Officers from the Associate VP for Student Affairs and Director of Academic Technologies at UH System defined new Instructional Method Codes for the system. It states that Distance Completely Online classes must never require students to visit campus for activities such as testing. An email from the UHCC VP's Interim Director of Academic Programs, dated January 22, 2022, states that Hybrid classes may have students test on campus. In addition, the number of DCO and Hybrid classes in fall 2022 have increased by 250% from fall 2019, raising concerns about testing center capacity at several campuses. Finally, the pandemic is not quite over. In view of these circumstances, in consultation with the VCAA, the Testing Center will move forward, on a trial basis, with supporting Hybrid classes and, only when make-up and accommodations testing is needed, DCO classes.

As of May 2022, there are system level discussions about which campuses might be re-opening in-person proctoring services to classes at other campuses.

## Connection to DE Mission & Vision Statements

Library and Learning Resources Services (including resource access, OER, testing, tutoring, and technical support) support all aspects of the DE Mission & Vision Statements. Specifically, the library provides and supports free access to learning resources, thereby addressing important equity issues in the DE Mission Statement, and supports *quality online learning experiences* both indirectly (by providing students with the resources and support they need to engage in their educational activities effectively) and directly (by providing direct training and instruction).

## Area(s) of Focus

Library Services are essential to the future of DE on the campus. DE students should have equitable access to library services and resources, including remote access to quality e-books and journal articles, research support, and library instruction.

Specifically:

- OER training and development and the TXT0 program play important roles in supporting access to authoritative all-rights-reserved and open educational resources for online students. Early research on the impact of using OER materials suggests that customized learning materials may have an impact on student success factors such as GPA and drop, fail, and withdrawal rates. The campus OER leads anticipate that OER and TXT0 instruction and use will continue to appeal to faculty. A recent data report shows that 31% of all classes in UHCC were TXT0, and [all ten campuses](#) are growing their TXT0 offerings.
- The demand for electronic library resources had been increasing over time even before COVID-19, so there will be a need to maintain and increase the library's online holdings.
- Online information literacy modules or resources will continue to be necessary, and these services must continue to be developed.
- Plans for post-COVID tutoring services will focus on maintaining online tutoring support while also reinstating in-person tutoring (i.e., adopting a hybrid model), as both are necessary for student success.
- The Study Hub peer tutors will continue to provide technology tutoring services for students, pending available funding.

- Through a new five-year Title III grant beginning AY 21-22, the Study Hub will be able to provide online tutoring support for DE students, with a focus on Hawaiian student engagement and retention.
- With the possibility that the demand for in-person testing for hybrid classes will increase post-COVID, the Library has submitted a grant proposal to expand and enhance its in-person testing capacity through updating its current video surveillance installation to meet new federal security standards and adding testing security systems to a second computer classroom.
- The Testing Center, despite its current resource challenges, looks forward to resuming in-person testing. In-person testing is the gold standard for in-person ID verification, cheating prevention, and student data privacy.

With recent budget cuts, maintaining quality services has become a serious challenge for Library Services. While the Library is attempting to leverage grant resources for special projects and for some urgent equipment needs, grant resources are not a sustainable long-term solution. For example:

- The Library has been working for several years to get its now seven-year-old PCs replaced.
- The library's online resources (databases, streaming media, and ebooks) require ongoing funding, and vendor prices increase every year, whereas the Library budget has decreased significantly over the past few years.
- The continuation of the Study Hub's successful student technical support and online tutoring programs is currently dependent on year-to-year funding.
- The Testing Center's ability to meet the changing needs of the campus and to keep up with technological advancements is inextricably tied to funding allocations.

## **Goals/Objectives for 2022-2027**

### **Library and Learning Resources**

- Expand the number of online information literacy or research-related modules provided to instructors to incorporate into their classes.
- Develop the Library's YouTube Channel, showcasing short how-to or explainer videos created by the Library. These videos could be used as supplemental resources or folded into graded assignments in DE courses.

- Maintain or expand the library's online resources to support the campus' DE curriculum.
- Continue developing a UHCC OER program in collaboration with OER leads from the community colleges and the four-year institutions.
- Continue applying for grant funding for UHCC OER support.

## Tutoring & Technical Support

- Expand asynchronous tutoring options (e.g., Essay Drop-off Review).
- Apply for [Online Tutoring Program Certification](#).
- Increase awareness of technology support resources for students
- Provide tech assistance (e.g, Lulima, Google, MS, etc.) through Study Hub Peer Tutors and Ho'a Academic Peer Coaches.

## Testing

- Upgrade all of the computers in the Testing Center.
- Upgrade the video surveillance system to be compatible with Federal security guidelines & expand the system to a second computer lab.
- Implement a Testing Center faculty satisfaction survey.

See [Spreadsheet LIB](#) for Action Plan.

# *Services for Online Students: Mental Health & Wellness*

## Background

The integration of a stable online presence for Mental Health & Wellness (MHW) services is fundamental to meeting the evolving needs of students who are attending Kapi'olani CC in various modalities. Providing services to engage in genuine connections with students, both in-person and online, supports both the mission and vision of the DE Plan and the Ka'au Program's mission to support the well-being, academic, and social-emotional growth of students at Kapi'olani CC.

The 2020 Student Congress Survey (see below) revealed that a majority of Kapi'olani CC students are experiencing high levels of stress due to the COVID-19 pandemic, including financial, health, and school-related concerns. Some of these



larger phenomena and their effects on mental health are expected to extend beyond the time of the pandemic as residual societal impacts from this time, necessitating the additional need for these services.

**“I feel everything is getting more difficult day by day. The corona cases in Hawaii is increasing and the amount of people who are losing jobs also is increasing.”**

**Most students find money problems, health concerns, and school workload to be stressful or extremely stressful in fall 2020.**



Percentage of students show those who answered stressful/extremely stressful when asked "How stressful are the following factors for you as we start the fall semester?"

## Connection to DE Mission & Vision Statements

Mental health and wellness services directly support student learning and success. Students who are mentally and emotionally healthy are more ready to learn and can focus on their schoolwork better while balancing other life responsibilities. These services serve the “whole student” and support instructors as well. The Ka’au Program teaches and supports the whole student on and off-campus and the life, coping, relational and self-care skills that are taught extend beyond their life as a student. Care for the whole person helps students create a connection to the campus and its employees. In order to provide responsive, accessible, and appropriate services to all Kapi’olani CC students, it is necessary to include the DE program in the mental health and wellness scope of service.

## Area(s) of Focus

DE plays an increasingly important role on the campus. Per the [UHCC Modality Survey](#), 76% of Kapi’olani CC students who took the survey (students enrolled in the Fall 2021 semester) indicate a preference for online asynchronous delivery of classes. These data imply that students would also prefer that their counseling

services be delivered online. It seems reasonable to assume that given the chance, many students will not be on campus to receive services.

The COVID-19 pandemic in 2020 necessitated a rapid shift in service operations from an in-person platform to a virtual/telehealth platform. All program engagement was forced to move online. The program responded by providing mental health and wellness appointments through a Zoom-based platform and creating online intake forms and record-keeping processes. The Ka'au program also created a series of weekly online engagement spaces, both independently and in partnership with other campus entities and UH system Mental Health & Wellness (MHW) programs, including Mana 'o Mondays, Talk Story Tuesdays, Wellness Wednesdays, and Take a Break Thursdays. These programs provided education and a space for peer and mentor support. They fostered communities of practice in holistic health and wellness. Other existing program commitments to engage with students, such as New Student Orientation, moved to a fully online format. Within the span of one semester, the Ka'au Program fully shifted its services online and remained open and accessible to Kapi'olani CC students, faculty, and staff during a time of an ongoing national and global health emergency.

COVID-19 changed the delivery of mental health care across the nation. Telehealth/teletherapy was not well used by mental health providers prior to COVID-19. The lockdowns necessitated a shift from in-person care to online/virtual care - and since then, many patients and providers have come to see the strengths of delivering services online. Online mental health services are now viewed as an essential component of accessible and equitable care, particularly in rural and remote communities. Embedded within this nationally recognized best practice is an open niche for student health and wellness services in higher education, which has seen an increase in digital health services, apps, and platforms dedicated to student populations.

Online mental health services should not go away when the need for social distancing from COVID-19 disappears. The efficacy of online telehealth services has been proven and is a preferred method of care for some. Obstacles such as travel, social interaction, and confidentiality have been minimized in some cases. Currently, within the professional community, there are legal licensing limits that are being reconsidered to allow for more flexibility in online telehealthcare.

While retaining a steady online presence for mental health and wellness services, the Ka'au Program anticipates a shift in the digital tools and resources required to deliver excellent MHW services that align practices with relevant institutional policies (i.e. FERPA, HIPAA) and national professional standards of care.

### **Top Needs**

1. Centralized, online record keeping and appointment system that is confidential, FERPA, and HIPAA-compliant (aka Electronic Record System).
2. HIPAA-compliant institutional Zoom account or telehealth platform.
3. Improved Ka'au website and engaging online resources - i.e. Ka'au Program information session video, intake information, appointment booking system, and resources.

### **Goals/Objectives for 2022-2027**

- Acquire a centralized, online record keeping and appointment system that is confidential, FERPA and HIPAA-compliant (Electronic Record System)
- Obtain a HIPAA-compliant institutional Zoom account
- Improve the Ka'au website and create engaging online resources - i.e. Ka'au Program information session video, intake information, appointment booking system, and referrals/resources

See [Spreadsheet MHW](#) for Action Plan.

## *Services for Online Students: Online Learning Readiness, Preparation, and Success*

### **Background**

Since 2017, when the last DE Plan was implemented, there have been two major initiatives to support online learning readiness, preparation, and success:

## Success for Online Learners (SÖL)

- Web-based module focused on readiness and preparation for online learning success.
- Incorporated into individual online courses by volunteer online instructors who assign module completion as a course assignment for “points/credit.”
- Self-paced and approximately 30-45 minutes to complete.
- Based on six factors associated with online learning success and preparation:
  - **Purpose & Motivation** (purpose, plan, people/resources, etc.)
  - **Self Management** (time management, personal preparation strategies, reaching out, etc.)
  - **Learning Preferences** (synchronous, asynchronous, individual, & group work; reading & graphic organizing resources; visual & auditory strategies; etc.)
  - **Interaction/Communication** (communication expectations, effective synchronous & asynchronous communication, etc.)
  - **Technology** (basic access to, needs, help resources)
  - **Learning Management System** (basic introduction to Lulima)
- Comprised of three components:
  - Online Learner Readiness Self-Assessment
  - Online Learning Module (interactive exercises, “real-life 101” scenarios, development of daily/weekly planner, etc.)
  - Learning Reflection/Certificate of Completion
- Since the Spring 2018 pilot and through early Spring 2022, there have been 17,000+ completions of the module.

## **Kapi‘olani Online Learning Orientation**

- Based on the University of Hawai‘i system Online Learning Orientation (addressing similar success factors as SÖL) and focused on online learning readiness, preparation, and success.
- Uses a Polynesian wayfinding metaphor in relation to students’ online learning journey.
- Targeted toward students enrolled in Kapi‘olani CC completely online degree/certificate programs with Banner codes (to be able to identify students).
- Self-paced and approximately two to four hours to complete.

- Developed and facilitated in Lulima - students complete orientation activities using Lulima tools that they may encounter in their online courses; additional communication with students through their first semester.
- Modules, lessons, and activities include:
  - **Basics of Online Learning** (myths vs. realities, etc.),
  - **Communication & Engagement** (expectations, online etiquette, synchronous/asynchronous communication, etc.)
  - **Self-Management Strategies** (growth mindset, study strategies, academic integrity, time management, etc.)
  - **Technology** (introduction to Lulima, Lulima tools, Google Workspace, and third-party tools)
  - **Support & Resources** (connecting with class & 'ohana, academic & technology support, student support resources & services, SMART goal planning)
- Pilot implementation Fall 2021.

## Connection to DE Mission & Vision Statements

Online Learning Readiness, Preparation, and Success services directly support the DE Mission & Vision Statements. The Online Learning Orientation *fosters a supportive online community*, and both initiatives, in that they help prepare students to learn effectively online, improve students' *access to quality online learning experiences*.

## Area(s) of Focus

Areas of focus will be determined based on evolving needs.

## Goals/Objectives for 2022-2027

- Continue to be apprised of evolving needs and contexts and work collaboratively to support students' readiness and preparation for online learning success.

See [Spreadsheet RPS](#) for Action Plan.

# *Online Student Services: Student Life & Development*

## **Background**

### **History**

Student Life provides co-curricular experiences that encourage students to engage with each other and their campus communities. It stimulates learning outside of the classroom and impactful global citizenship. Student Life is invested in the lives of all students including Distance Education students and has adapted its services for students who are fully online. However, at the UH system level, there are current discussions surrounding the mandatory nature of student fees. The outcome of this discussion will directly impact student life for DE students. This conversation is ongoing with an outcome yet to be determined.

Student Life consists of several groups:

- The Office of Student Activities
- The Chartered Student Organizations
  - Student Congress
  - The Board of Student Activities
  - The Board of Student Publications
    - Online Publications
      - Kapi’o News
    - Print Publications
      - Le’ahi
      - Ka Hue Anahā
      - Pueo ‘o Kū

The Office of Student Activities (OSA) provides students with access to student IDs and bus passes (UPASS, a Student Congress initiative). In addition, it offers opportunities for participation and engagement in Registered Independent Organizations (RIOs) and intramural sports. OSA also functions as a resource and information hub for all students as well as staff and faculty and has created online events to encourage students to meet their peers in a fun and comfortable virtual setting.

The Chartered Student Organizations (CSOs) are organizations chartered by the University of Hawai'i Board of Regents and approved by the Kapi'olani CC campus. They provide a variety of ways that students can get involved on campus and ensure that student voices are heard and represented. There are three CSOs: the Student Congress, the Board of Student Activities (BOSA), and the Board of Student Publications (BOSP). All three CSOs provide funding for student organizations and initiatives.

Student Congress is the student governing body of Kapi'olani CC. It is the official voice of students, with representation at all Authorized Governance Organization (AGO) meetings, Chancellor Advisory Council (CAC) meetings, and other campus-wide meetings. Student Congress conducts an annual spring survey for the student body, analyzes the results, and works to address the issues raised throughout the following summer and academic year. This is an annual cycle that captures the student voice and fuels the initiatives of the organization. Other Student Congress Initiatives include Classes in Carts (online re-enrollment event) and the U-Pass universal bus passes.

The Board of Student Activities (BOSA) is responsible for the planning and implementation of co-curricular student events centered around education, culture, socializing, and recreation. BOSA creates the budget for the Office of Student Activities (OSA) and works in cooperation to provide services, activities, and events for the campus community. BOSA has held events and activities such as Welcome Social, Online Quiz Night, Talent Showcase (In-person and Online), Cactus and Coffee, and Fuel for Finals. Through these events, students are able to meet other students, learn about the campus, have fun with their peers, and stay active physically, mentally, and emotionally.

The Board of Student Publications' (BOSP) mission is to provide students with high-quality publications to encourage the expression of their creativity and personal worldviews in a supportive environment that shall be safe, intellectually stimulating, and enduring, in a manner worthy of the student body, alumni and the Kapi'olani CC campus community. The Board of Student Publications (BOSP) publishes student work in print and online, guided by its mission, as stated in its Charter:

1. Provide media for instruction and training
2. Showcase student talents

3. Provide media for sharing information, ideas, and opinions
4. Support cross-curricular emphases

BOSP hosts events such as their Journal Release Party and poetry and story writing contests. They also provide resources, materials, and software for general students to use.

- Media Lab
- Online Publications
  - Kapi'o News - school's student newspaper
- Print Publications
  - Le'ahi
  - Ka Hue Anahā
  - Pueo 'o Kū

## **Student Development and Growth**

Students who participate in Student Life activities and initiatives will develop soft skills that are highly valued in the workplace but that are infrequently a focus of traditional classes. Co-curricular learning supplements the full development of a student, beyond the standard intellectual skills, and helps students to learn how to operate in professional team settings.

### **1x1s**

Through 1x1 interactions, students are provided with an opportunity to work individually with an advisor. Students find that these 1x1s boost confidence and encourage self-advocacy.

## **Student Leadership Development**

Students in the CSOs and OSA are provided with student leadership training as well as 1x1 individual training/meetings.

### **Training**

Student leadership training includes variety of topics:

- True Colors
- Event Planning
- Recruitment
- Meeting facilitation



- Public speaking
- Professional etiquette/professionalism
- Communication
- Team building/dynamics
- Collaboration
- Budget, fiscal responsibilities, fees
- Conflict resolution
- Roles and structures of organizations and institutions

## **Connection to DE Mission & Vision Statements**

Student Life's focus is similar to the Distance Education mission and vision statements as both encourage students to be engaged with each other as well as the campus community. With the rise of students participating in Distance Education, there is an increased need for parallel services to meet the needs of Distance Education students. Student Life:

- Encourages students to be engaged with each other and the campus community
- Encourages relationship building and creating connections with their peers and the campus community in-person and online
- Provides opportunities for students to tie in what they are learning in the classroom to what they are learning outside of the classroom and vice versa
- Provides students with opportunities to learn how to work as a team and they are able to implement this in group work that they do in their classes
- Provides opportunities for professional and personal development
- Provides access to knowledge, resources, and information for all students
- Uplifts and shares the student's voice and advocates for students
- Understands the different needs of online and on-campus students
- Showcases student talent
- Provides opportunities for students to get to know other people in their programs or through similar interests (online socials type of thing)

## **Area(s) of Focus**

- Continuously providing a variety online activities
- Continuously ensuring that all Student Life services are accessible and available online

## Goals and Objectives for 2022 - 2027

- Develop a leadership training day for the general student body
- Create an online safe space for students to interact, socialize, and build community with their peers, and to access resources

See [Spreadsheet SLD](#) for Action Plan.

## *Campus Website & Online Education*

### Background

The Kapi'olani CC [website](#) is the primary way in which the public, potential, and current students—both face-to-face and distance students—access information about Kapi'olani CC, 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, as the campus website(s) may be the main sources of delivery and information for students who cannot be available for in-person education.

Since 2017, when the last DE Plan was implemented:

- The Web Advisory Council (WAC) was established and meets monthly to assist and advise the Webmaster. It is chaired by the campus Webmaster.
- A satellite [Online Learning webpage](#) was created. It is maintained by one of the campus IDs, the Counselor for Online Learner Support, and the DE Coordinator.
- In the past year, work has progressed significantly on a new campus website.
- During the pandemic, because the campus needed a way to provide the latest pandemic-related information to the campus community, [several COVID-19 pages](#) were created with information for general visitors along with those directly assisting students.
- Online classes are listed online by the UH System; the [webpage](#) is clear and well-maintained.
- A website that supports online faculty was created ([TEACH](#)); maintenance has not been consistent.

- [The Study Hub](#) now offers student online tutoring and online technical tutoring
- The [counseling webpage and directory](#) have been updated and improved.

## Connection to DE Mission & Vision Statements

The campus website(s) and the work of the Webmaster, the web team, and the WAC are directly related to the DE mission and vision. The website provides *access* to information about the college and to the college's services. The website is critical to recruiting, enrolling, and serving online students in their pursuit of *quality online learning experiences*.

## Area(s) of Focus

A major focus of the educators responsible for the website is **clarity**, especially for students and potential students. Students need to be able to easily discover DE programs and classes and to easily access online services. This clarity involves **navigation, design, and quality**.

## Goals/Objectives for 2022-2027

- Develop and implement a new and improved Kapi'olani CC Website. This website will include clear delivery of DE information and details.
- Collaborate with DE group to review content accuracy & accessibility
- Improve website search functionality.
- Establish guidelines and processes to better manage satellite websites, ensuring accurate information that supplements academic information across the main websites and helps enhance the Kapi'olani CC brand.
- Improve the processes for the updating of information on the website. These processes would empower departments and individuals to take responsibility for keeping information current.
- Advocate for filling vacant web team positions.
- House training videos for students for tools that are intended to help them succeed, e.g., Lulima, Focus 2, etc. Advocate for the creation of this video content.

See [Spreadsheet WEB](#) for Action Plan.

# *Online Education Cross-UHCC-System Coordination*

## **Background**

Over the years, there have been various more or less successful attempts to coordinate around online learning issues across the UHCC and UH Systems, such as:

- DLAC (Distance Learning Advisory Committee) was created in 2003 with the [Distance and Distributed Learning Action Plan](#). It is currently defunct, though there have been various attempts to reconstitute DLAC over the years, such as [this attempt in 2018](#). DLAC is mentioned in [policy documents](#) and could be revived at some point in the future.
- Some unsuccessful attempts have been made to gather the DE Coordinators (or equivalent) from the various UHCC campuses for collaboration and action planning. The time may be right for another such attempt.
- A collaborative online program that bridges the UHCCs (principally but not exclusively Leeward CC) and the four-year campuses has been established. It is intended to appeal to non-traditional students and invites fully-online participation in specific degree programs. Principally, the programs are cohorted, though once cohort students have had the opportunity to register in these specially-created five-week classes, the classes are opened to the general student population if there are still seats available.
- An Online Advisory Work Group (OAWG) was recently “convened to develop a more intentional, collaborative approach among the UHCCs to enhance the student experience and student success in these fully online programs” ([OAWG introductory slide deck](#); [OAWG Vision Draft](#)). Five of the seven UHCC campuses are represented; membership includes two teaching faculty members, one Instructional Designer, and one student affairs representative. The rest of the nine members are system- and/or campus-level administrators. Feedback from the various UHCC campuses was sought in February of 2022; results of feedback have not yet been shared.
- UH System Instructional Designers from all 10 campuses meet monthly to share the current campus-level projects and issues, and to discuss opportunities for collaboration. This [UH ID PLC](#) (Instructional Designers’ Professional Learning Community) also participates in asynchronous conversations through a Google Group forum, which allows exchange of ideas or resources as needed.

- [UH ITS](#) provides some services to all the campuses within the UH System. This includes some professional development workshops, videos, and other resources; review services to ensure third-party tool compliance with federal and ACCJC regulations; ongoing updating and management of the System LMS (Laulima); and technical support for both faculty and students.

On a more informal basis, collaboration between two or more campuses on various DE-related projects is flourishing. For example, Kapi'olani CC has opened its award-winning TOPP professional development program to participants from across the UH System. And DE faculty and Instructional Designers from the various campuses have served as co-facilitators for the program.

## Connection to DE Mission & Vision Statements

More than ever, students are taking online classes from various campuses within the UH System. No matter which campus is their “home” campus, students are enjoying the flexibility afforded by online learning and may take classes from multiple campuses during their academic journey. If the campus is truly striving for the highest quality of online learning for students, it must collaborate with the other institutions in the UH System, or at least within the UHCC System, to ensure *quality*, *human connection*, and *engaging and transformative learning experiences* for students.

## Area(s) of Focus

The OAWG proposes the following areas of focus:

- Access
- Diversity & Equity
- Student-centered, High-quality Curriculum
- Sustainability

These are worthy, big ideas.

On a more practical level, there are several areas of focus that would benefit from cross-UHCC System collaboration, including:

- **Online proctoring support for online classes**, perhaps centralized. This could take the form of a collaborative investment in a service, like ProctorU, or an in-system service, such as what UHWO has provided for its campus.
- **System for checking plagiarism**, perhaps centralized. This could take the form of a collaborative investment in a service, like TurnItIn, or the development of an in-system service. There is also some discussion of investment in the development of a Google Assignments tool in Laulima that would have plagiarism detection built into it, which could satisfactorily address this issue.
- **Investment in studios for video recording**, preferably one on each campus.
- **More/better Digital Accessibility support**, ideally a Digital Accessibility Coordinator for each campus funded at the System level.
- **Support for communicating about students of concern across the campuses**. Currently, reporting systems are campus-based, but students are taking classes on multiple campuses.
- **Support for communicating about DSSO student needs across the campuses**. Systems are currently campus-based and students must register at each campus if they take online classes at various campuses, which is a barrier to the effective implementation of the accommodations they need to be successful.
- **Centralized and ongoing purchasing of a few key third-party Web 2.0 tools**, including H5P and Padlet.
- **Agreement across campuses to implement modest, per-credit technology fee** (perhaps \$5.00 - \$10.00 per credit) that would stay with the campuses to support campus-specific DE-related costs. At Kapi'olani CC, such funds could be used to support ongoing DE Class Coaching, for example, or to provide TEs for faculty developing their first online class.

## Goals/Objectives for 2022-2027

- Participate actively in current and future collaboration efforts and engage in two-way communication about these collaborations with campus stakeholders.
- Call together the DE Coordinators from the various UHCC campuses; a grass-roots effort may be called for.

See [Spreadsheet XSC](#) for Action Plan.

## *Conclusion*

While COVID-19 has significantly accelerated the process, Kapi'olani CC's online offerings were already beginning to increase and were already showing promise: online learning enhances enrollment numbers, provides educational opportunities to students who find traditional in-person learning difficult for various reasons, and, when it's done right, affords uniquely rich learning experiences. The campus ignores this promise at its peril. Moving forward, the institution must balance its various learning modality offerings, responding to student demand, and with close attention to student success. And the institution must invest accordingly.

This plan offers a road map for such growth and investment for the next five years. Adjustments will be needed, especially in this time of rapid change resulting from COVID recovery, but it is clear that online learning must play a significant role in campus operations for the foreseeable future.