

## **Strategic Plan Working Group on Distance Education**

AGENDA October 4, 2013 Meeting:

- I. Introductions: Leanne Urasaki, HawCC; John Delay, HonCC (excused); Jessica Lum, KapCC (excused); Chris Tennberg, KauCC; Della Anderson, LeeCC (excused); Julie Powers, MauiCC; Brian Richardson, WinCC.
- II. Metrics in Current Plan:
  - 2.1 “Home Campus Other” Partial DE metric;
  - 2.5 “D.L. Degrees and Certificates;”
  - “Degrees and Certificates to underserved areas”;
  - “Enrollment headcount from underserved.”
- III. Infrastructure for student learning
  - Technology Spending? Software Platform? Authentication of Students?
- IV. ADA Delivery issues .
- V. Issues of Rigor...metric? Certified On-line Instructor program by LERN network?
- VI. Student Success... juxtaposition of DE with f2f on 1.) Successful Completion C or better; 2.) Avg withdrawals per class & 3.) Persistence Fall to Spring.
- VII. OTHER??
- VIII. Home Campus Iterative Process...DE committee at home to use as sounding board?

### **Meeting Notes**

**Notetaker: Doug Dykstra, Windward Community College**

- I. The Work Group met at Windward Community College on Friday October 4 from 2:30 p.m. to 4:30 pm in Hale Alaka'i 118 with Julie Powers of Maui CC meeting via polycom connection. Given the late afternoon hour on a Friday the group convened somewhat unconventionally with desultory discussion of distance education issues at our constituent campuses while awaiting the arrival of other members. The group did determine that the primary consideration for the discussion would be distance completely on-line (DCO) courses and students. The foregoing decision is consistent with the data currently reported in the Annual Review of Program Data (ARPD), and it reflects the difficulty of comparison among the wide variety of possible blended methods of distance learning.
- II. By following the agenda, the discussion began with consideration of the metric in the current Strategic Plan Update marked 2.1 *Home Campus Other*. The Work Group determined that this metric is considered worthy of recording for informational purposes, although it is not directly reflective of only DCO students. The Work Group determined that the metric would be improved if accompanied by a home campus figure that could disaggregate the students taking 12 or more credits per academic year DCO of their total program, whether or not all courses were taken from the home base. Although such a figure should not identify growth targets, it could be used as an informational item to cue the campus to allocate appropriate resources for support services for this constituency

should significant growth be evident. At a broader level such figures would cue both the System and its constituent campuses to the need for additional resources for proctoring and authenticating the identities of test takers. The Work Group was agreed that item 2.5 *Distance Learning-degrees and certificates awarded by distance learning technology* should be discontinued in light of the fact that none have ever been recorded for the System over a seven year period. The Work Group has no quarrel with the items tracking degrees, certificates and headcount in areas of the State identified as underserved. However, the Work Group felt that the foregoing figures should be supplemented by disaggregated student semester hour figures for students from underserved areas taking DCO courses. The rationale for tracking this figure is to cue the campus to allocate appropriate resources .

- III. The Working Group supports the continuation of *Laulima* as the software framework for DCO courses with chagrin. There is no metric to be applied to this issue, however at least one member of the Work Group suggests that *Moodle* would be a preferable program primarily for aesthetic purposes. Recognizing that a new generation of students expects high standards for the graphics and design elements incorporated by DCO courses boosts the importance of aesthetic considerations for the future.
- IV. The Working Group determined that a continuing commitment across the System to the principles of universal design should obviate the need for a metric devoted to ADA expenditures in the Strategic Plan. Nonetheless the group discussed the shortcomings of *Laulima* with respect to accessibility issues.
- V. The Working Group considers issues of rigor to be connected to professional development training for faculty intending to teach DCO courses. The group supports in principle the identification of skills criteria and training opportunities for such faculty members. At this time the group has chosen not to set metrics for this category of activity, but encourages each campus to develop its own strategy for providing said professional development support. For instance, Maui College, HonCC, HawCC and KauCC report having drawn upon training for DCO instructors available through U.H. Manoa to support course design in their respective Early Childhood Education programs. Hawai' i Community College is also working on a model in which its technical support personnel receives the content from qualified faculty members and has a technical team structure the DCO course and train the qualified faculty member to use the platform.
- VI. The Working Group recommends that the annual Strategic Plan reports provide the metrics that juxtapose student achievement data in all non-DCO classes with the same data points in DCO classes. The data elements to be reported include:
  - Total # of Classes Taught vis a vis # DCO Classes Taught;
  - Successful Completion w. Grade "C" or Better in each category;
  - Average # Withdrawals per Course section (Grade W) in each category;
  - Persistence (Fall to Spring) not limited to DCO for the DCO persistence figure.The foregoing student achievement data points (most of which are reported in the Annual Report of Program Data) when added to the annual report of Strategic Plan data will draw greater scrutiny and attention to DCO student achievement data. This is particularly important given the gaps in achievement level found at most campuses.
- VII. Additional discussion of the importance of DCO course uniformity of appearance with respect to templates, logos and the look of graphics took place. Additionally, the expense of

proctoring exams and the challenges of authenticating student identity possibly by requiring synchronous on-line video chat carried some of the discussion.

- VIII. Although time is short prior to the next System Strategic Plan Meeting (10/11/13) the members in attendance agreed to review the meeting notes and distribute them to their campus Distance Education Committees or its equivalent.