Kapi'olani CC’s distance ed moonshot:
Preparing students, faculty and our institution for the future

Jamie Sickel, Instructional Designer
Helen Torigoe, Instructional Designer
Kristie Malterre, Online Learner Success Counselor
Honolulu, HI
O‘ahu

University of Hawai‘i System
10 campuses (7 CCs)

20 Associate Degrees

30 Certificates
Kapiʻolani CC
By the Numbers

6,899  Students enrolled  
       Fall 2018

60%  Students age 18-24  
     +15% age 25-29

18%  Hawaiian/part Hawaiian students  
     Fall 2018

45.5%  Students who took online course(s)  
       Spring 2019
Online Learning Success

Kapiʻolani CC
Online Learning Success

DE Plan
Distance Education Plan

TOPP
Teaching Online Prep Program

SŌL Module 1
Success for Online Learners

Course Design & Online Pedagogy
Learning & Student Support
Policies & Resources
Online Learning Success

- Course Design & Online Pedagogy
- Learning & Student Support
- Policies & Resources

Kapiʻolani CC
Distance Education Plan

DE Plan
Teaching Online Prep Program

SŌL Module 1
Success for Online Learners
Distance Education at Kapiʻolani CC in 2015
14% of classes delivered online

37% of students taking at least one DE class
Faculty were under-prepared

Various homegrown designs
Minimal, optional faculty training
Unaware of RSI, Student Authentication, ADA
The College did not understand DE

“Just put it online”
No plan or structure
Mandated that 30% of sections be online
Student success in online (vs. F2F) was \(~11\%\) lower in online classes.
Ad-hoc Faculty Senate DE Committee was confused
Accreditation visit was looming on the horizon...
The Values of Kapiʻolani CC

Kūpono
★ Practicing honesty and integrity with clarity in all relationships.

Kūloaʻa
★ Ensuring that the needs of our students are met with support and service

Mālama
★ Protecting and perpetuating ancestral knowledge.

Kūlia
★ Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

Kuleana
★ Sharing a common responsibility to support the future of our students, college, community, land, and sea
The Values of Kapiʻolani CC

**Kūpono**
Built a relationship w/FS DE Committee
★ Standard IV.A.3,5

**Kūloaʻa**
DE Coordinator & Online Learner Success Counselor positions created
★ Standard I.B.6

**Kūlia**
Created a faculty training program
★ Standard II.A.7; III.A.14;

**Kuleana**
Collaboratively wrote a DE Plan
★ Standard III.C.5
Collaborative writing of the DE Plan

**Interim DE Coordinator**
- Lead Writer & Editor
- Intro & Summary
- Class Development
- Scheduling (Std I.)

**Instructional Designer**
- Faculty Issues (Std II.A.)

**Online Learner Success Counselor**
- Student Services (Std II.B.)

**FS DE Committee**
- DE Committee (Std IV.A.3,5)

**CELT TT Coordinator**
- Technical Support Infrastructure (Std III.C.)

**Librarians**
- Library & Learning Resources (Std II.C.)
Iterative Feedback & Editing
(~7 months)

01. First draft reviewed by FS DE Committee
   Google doc comments

02. Second draft reviewed by the CAC and VCAC
   Google doc comments

03. Third draft reviewed by all faculty
   Google doc comments

04. Townhall Open Forum

05. Faculty Senate voted & approved

06. The Chancellor approved
<table>
<thead>
<tr>
<th>Challenge</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unclear about faculty &amp; student needs</td>
<td>➢ Surveyed faculty &amp; students</td>
</tr>
</tbody>
</table>
| Some feared losing “faculty freedom” (valid concern) | ➢ Used Google Doc comments feature to solicit and respond to 200+ concerns/comments/suggestions.  
  ➢ Presented at Faculty Senate, admins, and other interested parties  
  ➢ Committed to a faculty-design-based program and training process |
| Ensuring equitable student services to DE students | ➢ Collaborated with all relevant student service staff to accurately articulate all services |
| Insufficient human resources                 | ➢ Converted a FT faculty to Interim DE Coordinator; Converted a counselor to Online Learner Success Counselor; Hired one more Instructional Designer |
Distance Education Plan

Hoʻomoe wai kāhi ke kāoʻo
Let all travel together like water flowing in one direction.

Operational Plan
Identified for the first time, departments & units involved in DE and articulated each one's role

Visionary Plan
Goal was to ensures success and growth of DE for faculty & students

Helpful for ISER
Helped to inform the College in the self-study process -- writing the self study relative to DE
DE Plan = Framework for DE

65 action items

18 met + 29 partially met (72%)

18 unmet or unknown
Cultural Shift

Consistent Collegial Communication (Kūpono, Kuleana)

Respectful Constructive Collaboration (Kūlia, Kūloaʻa)

DE @ Kapiʻolani
DE Implementation Team
(aka DE Mavens)

**WHO?**
- DE Coordinator
- Online Learner Success Counselor
- Instructional Designers (3)
- Non-Credit Instructional Designer
- FS DE Committee Chair & Vice-Chair
- OFIE Data Analyst

**WHEN?**
Meets every other week

**WHAT?**
Collaborate and support to implement DE-related issues/action items
<table>
<thead>
<tr>
<th><strong>WHO?</strong></th>
<th><strong>COLLABORATES with</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>DE Coordinator</td>
<td>Administrators</td>
</tr>
<tr>
<td>Online Learner Success Counselor</td>
<td>FS DE Committee</td>
</tr>
<tr>
<td>Instructional Designers (3)</td>
<td>CELTT</td>
</tr>
<tr>
<td>Non-Credit Instructional Designer</td>
<td>Office for Institutional Effectiveness (OFIE)</td>
</tr>
<tr>
<td>FS DE Committee Chair</td>
<td></td>
</tr>
<tr>
<td>&amp; Vice-Chair</td>
<td></td>
</tr>
<tr>
<td>OFIE Data Analyst</td>
<td></td>
</tr>
</tbody>
</table>
Going where no Kapiʻolani DE Plan has ever gone before...

3 TEs for TOPP
- 2016 Faculty survey said faculty need time, more than training, hardware, and software, for preparing to teach online.
- 3 TEs (stipend during summer) were approved by FS, AGOs, and the Chancellor.

DE Course Eligibility
- A required step in the curriculum proposal.

DE Newsletter
- Well received by DE faculty.
Going where no Kapi‘olani DE Plan has ever gone before...

Syllabus Template
- Comprehensive, consistent, and ADA-compliant syllabus template for all faculty

Laulima Course Template
- Course shell in LMS with recommended tools and layout for easier start

Class Format Definitions
- Clear understanding of formats:
  - Face-to-face
  - Web-enhanced
  - Hybrid
  - Primarily online
  - Fully online
  - Synchronous distributed
Going where no Kapiʻolani DE Plan has ever gone before...

<table>
<thead>
<tr>
<th>Course Quality Review</th>
<th>Class Size Study</th>
<th>SCOPe</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Centralized review of all new DE courses</td>
<td>● Action research on the impact of 20% smaller online class sizes</td>
<td>● Sustaining Culture through Online Pedagogy</td>
</tr>
<tr>
<td>● 5-year review of ALL DE courses</td>
<td></td>
<td>● PD with focus on culturally sensitive pedagogy, esp. for native Hawaiians and Pacific Islanders (Standard I.B.6)</td>
</tr>
<tr>
<td>● Review rubrics just drafted:</td>
<td></td>
<td>● Grants for indigenous population</td>
</tr>
<tr>
<td>○ <strong>Basic Requirements</strong> (BaRe)</td>
<td></td>
<td>○ <strong>Collaborative Reflective Review</strong> (CoRe)</td>
</tr>
</tbody>
</table>
FS DE Committee
Collaborative & productive body...

01 Best online teaching practices
02 Excellence in Teaching Online Award
03 SARA

04 No-show policy
05 Week 0 policy
06 Late add policy
The Current state of DE at Kapiʻolani

- 73 faculty completed training program ★ from Summer 2016 to Spring 2018
- ~9% 11% student success gap in online ★ Fall 2018
- 18.5% 14% of classes delivered online
- 45.5% 37% of students taking at least one DE class
- Passed ACCJC Peer Review of DE ★ November 2018

2019
Online Learning Success

- Course Design & Online Pedagogy
- Learning & Student Support
- Policies & Resources

Kapi‘olani CC
Online Learning Success

DE Plan
Distance Education Plan

TOPP
Teaching Online Prep Program

SŌL Module 1
Success for Online Learners
Course Design & Online Pedagogy

★ Pedagogy for online learning
★ Planning and alignment of course activities, assessments, and learning outcomes
★ Development of course in Laulima
★ Purposeful integration of Web 2.0 tools
★ Federal, state, and accreditation requirements relevant to DE, including accessibility & copyright
Planning & Development
★ 8-week online course (6 during summer)

Implementation (1st Semester Course is Offered):
★ Midterm Self-evaluation
★ Post-term Reflection
Modeling Best Practice:
Making expert knowledge explicit

Facilitation Team:
1ID + 1Faculty

Student Perspective:
Instructor as Online Student

Aloha
E KOMO MAI
COURSE BOOSTER

Take your teaching to new heights!
Phase 1
Intro to Online

TOPP timeline

★ F2F vs Online
  ○ Students
  ○ Pedagogy
★ Federal, state, ACCJC policies

WEEK 1
Distance Education
Phase 1: Intro to Online

Phase 2: Planning

Step 1: Semester Planner

Create the "big picture"

List your course-level Student Learning Outcomes (SLOs).
1.
2.
3.

Plan your 16 weeks. Add as much detail as possible. You may return to this and adjust as you develop the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Goals (or the course-level SLOs)</th>
<th>Module-Level Learning Outcomes (MLOs)</th>
<th>Activities - What will they do to achieve the MLOs?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2: Activity Planner

Pull out and group your course activities

1. Determine categories of activities and/or assessments. E.g., forum discussions, assignments, quizzes, etc. 
2. If you will be weighting the categories for course grading, determine the percentage.
3. List individual items under the appropriate category and determine the amount of points each will be worth.
4. As you plan the weeks in Step 3, the activities may need to be adjusted. Return to this step as many times as necessary to make adjustments.
5. Tips on planning activities:
   a. Be sure they align to the Learning Outcomes and be able to measure the success.
   b. Activities should be varied and offer opportunities to reflect, retain, and apply.
6. At least one activity should be designated as "SA" – Student Authentication – activity to meet the federal requirement. "Higher Education Opportunity Act (HEOA) of 2008, ACCJC Handbook, p. 72"

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(%)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL POINTS
Phase 1
Intro to Online

Phase 2
Planning

Course Level Outcomes (SLOs)

- Week/Module/Unit LOs
- Learning Activities (+ Supporting Content)
- Week/Module/Unit (Formative) Assessments

Overarching (Summative) Assessments
TOPP timeline

Phase 1
Intro to Online

Phase 2
Planning

ENAGEMENT CONTINUUM

Passive
- Read
- Listen
- Watch
- Research
- Reflect
- Present

Active
- Debate
- Role Play
- Problem-Solve

- readings
- presentation slides
- podcasts
- videos

- research/projects
- case studies
- games/puzzles
- simulations

- discussion forums
- chats
- wikis
- synchronous chats

LEVELS OF COGNITION

- CREATING: Synthesizing information; producing new/original work
- EVALUATING: Making and justifying judgements based on guidelines/criteria
- ANALYZING: Breaking down and organizing information into parts
- APPLYING: Using information in new contexts
- UNDERSTANDING: Explaining ideas or concepts
- REMEMBERING: Recalling facts or concepts

Low High
TOPP Timeline

1. Phase 1
   Intro to Online

2. Phase 2
   Planning

3. Phase 3
   Developing

Technology Test Kitchen

Discuss
zoom
Tap to Record
Your video will be awesome!
Malana M
Ideas for building learning community
Penny H
Building Community in Hybrid Online Courses (Waldorf Way)
Jamie S
Community in Social Presence in Online Learning
Canva
H5P
Sp
TOPP timeline

Phase 1
Intro to Online

Phase 2
Planning

Phase 3
Developing

Phase 4
Prep to Teach

Social Presence
Engagement with Participants
Supporting Discourse

Cognitive Presence
Engagement with Content
Regulating Learning

Educational Experience
Setting Climate
Engagement Re Goals/Direction

Instructor Presence
TOPP thus far...

**Summer 2016:** Launch
   Laptop incentive for completion

**Summer 2018:**
   TE/stipend incentive (full time faculty)

**Summer 2019:**
   1 ID + 1 Faculty Facilitator (TE/stipend)
   Enrollment capped at 10

★ **8** Cohorts Completed
★ **73** Faculty Trained
ongoing faculty support

★ 1:1 Instructional Designer Support
★ Professional Development Workshops
★ Faculty Spotlight Sessions
★ DE Newsletter
★ TEACH website
★ Refresh/Recharge Days
★ TOPP Reunion
★ CoRe (Collaborative Review)
Online Learning Success

- Course Design & Online Pedagogy
- Learning & Student Support
- Policies & Resources

Kapi‘olani CC
Online Learning Success

- DE Plan
  Distance Education Plan
- TOPP
  Teaching Online Prep Program
- SŌL Module 1
  Success for Online Learners
Success for Online Learners (SŌL) Module 1: Be Ready

Supporting online learners’ readiness and preparation for online learning.
Supports ACCJC Standards

**Standard II.A.7**

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

**Standard II.C.5**

The institution provides counseling and/or academic advising programs to support student development and success.....
Student Learning Outcomes

★ **Demonstrate an awareness of factors** related with online learning success

★ **Articulate specific strategies** to support their online learning success

★ **Feel more prepared** and ready to succeed in online classes
## Factors Related with Online Learning Success

<table>
<thead>
<tr>
<th></th>
<th>Purpose &amp; Motivation</th>
<th>Self Management</th>
<th>Self Management</th>
<th>Learning Preferences</th>
<th>Technology</th>
<th>Learning Management System (Laulima)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“3 P’s: Purpose, Plan, People”</td>
<td>Time management</td>
<td>Concentration cycle</td>
<td>Synchronous vs asynchronous</td>
<td>Basic access</td>
<td>How to access</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>“Conditions” for success</td>
<td>“Conditions” for success</td>
<td>Group vs individual</td>
<td>Backup plans</td>
<td>Basic components</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Visual text, auditory, etc</td>
<td>Technology resources</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Interaction</td>
<td>Self Management</td>
<td>Learning Preferences</td>
<td>Learning Management System (Laulima)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication channels</td>
<td></td>
<td></td>
<td>How to access</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proactive communication with instructors, peers</td>
<td></td>
<td></td>
<td>Basic components</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Three Components of SŌL Module 1

1. Assessment

Success for Online Learners (SŌL) Module I: Be Ready

2. Online Learning Module

Certificate of Completion

3. Certificate of Completion
1. Self Assessment

★ Six online success factors

★ Helpful guide, not diagnostic

★ Report of results (PDF emailed)
2. Learning Module
2. Learning Module

★★ Mini “lessons,”
interactive
2. Learning Module

★ Mini “lessons,” interactive
★ Videos
2. Learning Module

- Mini “lessons,” interactive
- Videos
- Real Life 101, What Would You Do
2. Learning Module

★ Mini “lessons,” interactive
★ Videos
★ Real Life 101, What Would You Do
★ Sorting

Remember that your instructor is not online 24/7; be aware of response time.

Tips: Connecting with Classmates
Tips: Discussion & Forum Postings
Tips: Connecting with Instructors
2. Learning Module

★ Mini “lessons,” interactive
★ Videos
★ Real Life 101, What Would You Do
★ Sorting
★ “Hot spot”
2. Learning Module

★ Mini “lessons,” interactive
★ Videos
★ Real Life 101, What Would You Do
★ Sorting
★ “Hot spot”
★ Quiz

Question
01/10

Checking the class discussion board or forum frequently and commenting on posts to show interest helps to build class community.

- [ ] True
- [ ] False

SUBMIT
3. Certificate of Completion

- Learning Reflection
- Certificate PDF emailed to student
- Forward to instructor
- Use for future online classes

Certificate of Completion
Congratulations, Kristie!
Kapi'olani CC • Success for Online Learners • 09/12/2017
In addition...

PDF booklet

Module 1: Be Ready
SUCCESS FOR ONLINE LEARNERS (SOLO)
Kapiʻolani Community College

Encourage student connection

“Have a question about doing well in your online classes?
Have a situation or problem and really not sure where to go or who to ask?

Contact me via email or phone and I’ll be glad to help!

(Appointments also available).”

Kristie Malterre
Counselor, Online Learner Success

kristiem@hawaii.edu (808) 734-9344
SŌL Module I thus far...

★ Spring 2018 Launch
★ Three semesters, one summer
★ 2250+ students completed
ACCJC Standard C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services regardless of service location or delivery method. (ER’15)
The Next Steps for STUDENTS

★ Create more all-online degrees & certificates
★ Develop more online modules for students (readiness, success, and/or learning)
★ Address the needs of native Hawaiian students
The Next Steps for Native Hawaiian STUDENTS

Native Hawaiian students enrolled in at least one online class:

- 46%

non-Native Hawaiian students enrolled in at least one online class:

- 40%

Achievement Gap between Native Hawaiian and non-Native Hawaiian Students:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Online</th>
<th>Face-to-Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>10%</td>
<td>8%</td>
</tr>
</tbody>
</table>
The Next Steps

for FACULTY

★ Develop TOPP II
★ Support for Hybrid teachers & students
★ Basic Requirements (BaRe) review for new DE classes
★ Collaborative Reflective (CoRe) review for continuous improvement
The Next Steps

for KAPIʻOLANI

★ Collaborate with the UH System
  ○ 5-week online
  ○ Online student orientation
  ○ share TOPP
  ○ share the DE Plan
★ Increased collaboration with OER Team
★ Update the DE Plan
attributions

title slide image
"Kalalau Milky Way" by Marvin's Imageries is licensed under CC BY 2.0

icons
By SlidesCarnival