Increase and improve design and delivery of distance education offerings

**Description:**
Currently KCC students take distance education courses, but many of these courses are from elsewhere in the system. The number of KCC registrants in DL courses has risen since 2008-9 from 664 to 957 in 2010-11. This causes an issue when the student cannot find at least one course from KCC to take each semester because they then lose KCC as a home campus. If KCC is a student’s home campus, it is very difficult and complicated to include distance learning courses taken at other campuses into their KCC financial aid package. In addition, currently distance offerings have been at the discretion of the faculty, so there is no strategic planning for what courses are needed to complete a degree. Finally, we need to make sure that both faculty teaching distance education courses and students taking these courses are prepared to be successful.

**Objectives:**
1. To strategically increase distance education offerings, so that they fill in gaps to enable students to complete certificates and degrees. Courses should either be those not available from other UHCC campuses or courses that fill up. General education courses are particularly important since they serve more than one program. We will increase distance education offerings by at least 4 courses and add at least one hybrid/blended offering.

2. To work with the UH system to remove barriers, particularly in financial aid, to students maintaining a local home campus while accessing distance courses elsewhere in the system.

3. To work with the UH System to create or adopt training to prepare faculty and students to teach and take distance education courses. See appendix A

4. To develop criteria that all distance education courses should have to ensure high quality and use these criteria to evaluate proposed and existing distance education courses. While there is already such criteria, this objective is also being worked on as part of the UHCC Distance Education agenda, see appendix A

**Current Status:**
The number of distance education classes has increased at KCC. We're up to 14 online sections Fall 2012, which is the most we've had. It represents a nice jump from a plateau of about 8 that we had been at for a while. Business education has the most online students. Other campuses offering, for example, English 100 and Digital Media classes online filled every seat this semester. So VCAA James Dire is having faculty focus on increasing general education courses.
offered via distance learning. The DL committee also perennially encourage divisions to create online courses. Aside from the new Business classes, Religion, Philosophy and Speech (General Education courses) have converted to DL formats. A Sociology course is being developed into an online delivery format and a Math 26 hybrid course is currently being designed. The UH Community Colleges are working to improve distance education as a system, as evident in the report in Appendix A.

We want to be able to compare the success rate for students in a DL course with those in the same class face-to-face, but it is difficult because of the limited sections we have of most courses. However, KCC’s IR Jon Kalk did a study on distance education for the UHCC, and generally speaking, there has been about a 10 percentage-point gap between DE sections and face-to-face sections of the same course (see Appendix B). That's pretty typical of all of the colleges throughout the system, except Leeward CC, which has nearly identical success rates in DE and face-to-face.

It also contains success rate and withdrawal rate comparisons between online sections and the same face-to-face course offered in the same academic year. Generally speaking, there has been about a 10 percentage-point gap between DE sections and face-to-face sections of the same course. That's pretty typical of all of the colleges throughout the system, except Leeward CC, which has nearly identical success rates in DE and face-to-face.

Increase the retention and success of Remedial/Developmental Students

Description:
Approximately 80% of our entering students require remediation in math, and 60% in English, so this is a larger percentage of students. However, we know that those students who begin in remedial and developmental courses are less likely to finish a certificate or degree than those who start at college level work. Therefore, we want to see what we can do to increase the persistence and success rate for these students by changing the ways in which we teach developmental education and by providing adequate support for these students.

Objectives:
1. To shorten the time a student spends in remedial and developmental courses prior to reaching college level courses by redesigning courses and pedagogies.
2. To evaluate our support services and strengthen where appropriate
3. To increase the success rate for remedial/developmental students—to 62% for math and 55% in reading, and 75% in writing
4. To increase the persistence and success rates of both full and part-time students by at least 3% in the first year.

Current Status:
We exceeded our benchmarks for success in remedial writing, moving from 64% to 73%; however, the percentage of success for both math and Reading decreased to 58% and 50% respectively, according to Achieving the Dream Data which tracks a particular cohort of students. The denominator here is the number of students in the AtD cohort who enrolled in at least one developmental math course during the year. Students who place into developmental
math but don’t take it their first year are not counted. The percentage of first-time degree students who pass a developmental class in their first year shows that the math course success rates are staying fairly steady. What has changed is the willingness of students to re-enroll in their math class when they do not successfully pass it. The percentage re-enrolling in 2007 was 47% and had dropped to 19% by 2010. During this same time, enrollment increased, so the overall number of students who were unsuccessful climbed. We may be getting more students who are less resilient in bouncing back after being unsuccessful.

Both math and English courses have been revamped to shorten the time for students to get through the developmental series and these courses are being piloted. Math 26 is showing initial positive results; English is just being piloted this term. The next accelerated learning class in English will be with ENG 19 Reading and Eng 22, offered in Fall 2013.

We need to figure out why reading success is going down and how to address that. Students who place into 2 or more developmental classes are now required to take an introduction to college class beginning fall 2012. We have data showing that tutoring may be impacting success rates. A Title III grant the college just received will allow us to provide mentors and additional support for Native Hawaiian students, many of whom come to us underprepared and for whom the success rate has been lower than the overall student population. We will also be building a first-year experience based on some of our successful Wai’ale’ale model.

**Improve partnerships with K-12 to improve college preparation and to ensure that students are aware of specific opportunities that KCC provides**

**Description:**
As noted above, too many of our students arrive at KCC unprepared, and many of these are recent high school graduates. We would like to better align K-12 and college so that students are prepared when they arrive. In addition, we do not have as many high school students coming to KCC as we would like. Each of the three public high schools graduate about 200 students per
year and the percentage of high school students entering KCC in fall 2012 was 30%.

![Going Rate for High Schools on Kaua'i](image)

Students and their families know that KCC exists and that we offer nursing and culinary programs, but they are not aware of the many other opportunities that KCC presents. Nor are they aware of why KCC is an excellent choice for the first two years of college even for strong students. We need to change our image in the community to be seen as a strong choice for students going on to college.

**Objectives:**
1. To work with K-12 system to better align curriculum and encourage professional development that will lead to more students arriving to college prepared for college-level work.
2. To market KCC in ways that feature specific opportunities that the college presents students.
3. To increase the number of high school students coming to KCC to meet the UHCC benchmark of 211.

**Current Status:**
During the 2011-12 year, we increased the high school college-going rate from 176 to 202 students, just below the UHCC goal of 205. The college has hired director of marketing who is beginning to produce brochures, a web presence and campus visits that highlight KCC in new ways. KCC is part of the Keiki to Career island-wide initiative which is a collective impact approach focused on several important transitions including high school to college and part of the state’s P-20 Initiative. There are several examples of outreach to the high schools. Science faculty Brian Yamamoto and Michael Hannawald have been involved in professional opportunities for high school science faculty. Math faculty Gigi Drent offers college level math
at Kapaa High School. The college holds the Science Olympiad and runs summer science camps on campus. The College has also developed Cognition, an on-campus hands-on learning lab for k-12 students.

Increase transfer rates by strengthening four-year pathways, particularly in STEM fields

**Description:**
KCC would like more students to continue their education beyond the associates degrees to four-year programs, but this is difficult for several reasons, including the lack of classes that lead to four year degrees that are offered at KCC, the incoming math levels of students, the inability to identify and encourage students who want to track to a four-year program, particularly in STEM, and the issues involved in moving to another island.

**Objectives:**
1. To increase the number of students who transfer to a four-year degree program within the UH System.
2. To identify students in STEM fields early and to increase the number of students who transfer to a four-year STEM program by at least 3 students.
3. To have had least one clearly articulated pathway for a STEM transfer degree and complete the AS in Natural Sciences.

**Current Status:**
The UHCC office has recently produced a document outlining what courses each CC offers that are part of the first two years of four-year programs at UH Mānoa. This allows us to identify gaps. IR has also identified the top 8 programs that our transfer students transfer to, so now we can figure out which gaps are most important to fill. Also, we are developing an AS in Natural Sciences which will allow us to identify potential STEM transfer students earlier. The recently awarded Title III grant provides for mentors to help students transitioning to four-year programs, and also increases support for STEM students by having embedded tutors and more project-based learning. Several new hires at the College demonstrate commitment to this priority, including an instructor in agriculture, an additional math position, and a Marine Science position. The College is currently renovating a social science classroom into a lab. The Nursing BSN program is a pipeline directly to a BS without leaving the island.

*Data and analysis provided by Jon Kalk, Institutional Researcher at KCC. Data also provided from UHCC data.*
The University of Hawai'i Community Colleges’ Online Learning Strategic Plan

Overview
As an important subset of distance learning, online learning presents important challenges and opportunities for the educational institution, for teachers, and for students. The University of Hawai'i Community Colleges’ Online Learning Strategic Plan defines a common vision for online education within the UHCC system. The plan establishes comprehensive strategic goals and charts the steps to success for the coordinated implementation of online learning across the system.

The strategic plan positions the community colleges in Hawai'i to respond effectively and efficiently to the changing workforce needs of Hawai'i's people, to growth in demand for education, and to rapidly changing technological and pedagogical opportunities.

The system ought to encourage sensible growth of programs connected to the needs of the state. Courses and Programs are the purview of specific colleges. There is a need for a system plan that commits each of the colleges to work together to develop online course and programs. The system-level approach ought to also include the University Centers, which extend the reach of the University beyond the core campuses.

References
http://www.hawaii.edu/offices/cc/strategicplan.html
ACCJC Guide to Evaluating Distance Education and Correspondence Education

Vision
The University of Hawai'i Community College System will gain local and national recognition as a leader in providing broadly accessible college-level education by removing technical and resource barriers that restrict access to online learning, by increasing the equality of educational opportunities for learners, including under-served populations in Hawaii, and by responding to emerging technologies in proactive and innovative ways.

Mission
The University of Hawai'i Community College System (UHCC) is dedicated to providing open access to online learning that connects learner and community needs with educational resources, appropriate technology, and a variety of instructional pedagogies. The system will support online learning by providing leadership in the planning, promotion, support, and administration of online courses and programs, by establishing standards and encouraging shared goals wherever appropriate, and by using collective resources and organizing inter-campus cooperation wherever economies of scale apply.

Goals
The University of Hawai'i Community Colleges have the following strategic goals:
1. Increase the number and diversity of online courses, programs, and degrees available.
2. Improve student engagement, especially for under-served and indigenous populations, by enhancing open access, student support, and educational achievement.
3. Provide professional development opportunities for faculty.
4. Encourage symmetry in policy, technology, pedagogy, and administration between campuses and with the Community College system and beyond.

Evidence
As an institution committed the use of evidence in the assessing and guiding data, the UHCC System recognizes the importance of using multiple points of data.

The assessment of educational opportunities can be measured in terms of the following basic data points:
- the number of online classes offered in each semester
- the number of different courses available
- the number of programs that are completely online
- the relative portion of a program that can be completed with online courses
- the enrollment in online courses in each semester
- the number of students receiving a certificate or degree each year
- growth and enrollment of distance education courses compared with non-distance education courses

Other sources of data may include:
- Survey online faculty about assessment and improvement of online courses.
- Course evaluations and student focus groups
- Evaluations of online faculty and courses
- Percent of new online courses created and assessed
- Number of faculty completing professional development opportunities
- Student success, transfer, and job placement.

Goal #1 - Increase the number of online courses and programs to meet the needs and goals of students, the business community, and the state.

The University of Hawai‘i community college system is committed to expanding the educational opportunities of people in the state, the Pacific, and the world. The UHCC shall facilitate the development of online programs by calling together stakeholders from around the system, by identifying and helping to secure resources, improving infrastructure, and encouraging cooperation between colleges so that the community colleges in the system can support the programmatic goals of each college.

An effective online learning program must ultimately tie the teaching skills and resources of the colleges with the needs of the community, including workforce training. The UHCC system must prepare students for high-skill, high-wage professions by identifying what skills will be needed in the future and how those skills can be taught through online education. The colleges must ensure the curriculum aligns with industry standards and that, wherever appropriate, educators and employers collaborate to ensure that the best skills are taught in the best ways possible.

The review of programs and courses shall primarily be the responsibility of individual colleges. The UHCC will help with program assessment by providing system-level and comparative data, encourage improvement through funding and development programs, and facilitate connections between our programs and external entities such as accreditation bodies and professional associations.

The availability of learning opportunities shall be improved through print and digital publications. With the help of the community colleges, the UHCC shall ensure that information about online programs and courses are readily available and clearly organized on the web through the main UHCC website and on respective campus websites.

As part of the development of courses and programs, the UHCC system shall encourage colleges in the system to create, deliver, and evaluate distance learning courses and student learning outcomes that corresponds to expectations of face-to-face courses. The UHCC system shall help systematize, where possible, the collection of data on online courses and services, including faculty and student end-of-course surveys, electronic point of-contact surveys, and student focus groups.

Outcomes for Goal #1

1. Coordinate a 5-year schedule of all the UHCC campuses that would allow a student to obtain an A.A. degree online.

2. Determine the specific responsibilities of the colleges and the system office in support of online learning.
3. Facilitate the creation of just in time support services that are available for extended hours, including Laulima support, other technical support, advising, registration, library reference help, and referral service for other questions.

4. Determine annually the top workforce development opportunities, focusing on emerging high-skill, high-wage occupations, based on state data, community and industry needs, and deploy online workforce training (job training and retraining) in the identified areas.

5. The UHCC System will conduct at least one survey of under-served regions in Hawai‘i to identify training and re-training needs.

6. The UHCC System will acquire external funding to create online learning resources that would be broadly available to faculty teaching online courses.

7. The UHCC System will establish program external advisory groups that will include key stakeholders in emerging industries.

Goal #2. Enhance access and student support, especially for under-served and indigenous populations, and educational achievement.

The UHCC system office is committed to use online technology to provide access to general education as well as career and technology education programs to students throughout the state and in particular students in under-served regions as identified in the strategic outcome 2.5. The UHCC system office will encourage the deployment of student support services, including counseling, library reference help, and computing support, regardless of student location or time of day.

Given that the system ought to support the seamless movement of students taking online courses from different colleges in the system, the UHCC system office shall help facilitate the coordination of student service, including counseling, financial aid, technical support, and library services. The system will also ensure appropriate services are available for students at a distance including advising, bookstore, career planning and placement, disability accommodations, early alert, financial aid, library, registration, technical support, and tutoring. Where possible, the system will help improve student access to technology, either with the colleges or with external groups. The system can also create minimum and recommended equipment for online learning.

The UHCC will create benchmarks for student entry into an online courses, and support the creation of shared online tutorials on technology-related topics that will enhance student success by ensuring that the students have the technical skills essential for online learning.

The UHCC System will explore the use and make available a qualifying assessment that could be used by students, faculty, or the college to ensure that students have the necessary skills to take an online course.

Outcomes for Goal #2

1. Develop a UHCC system website for online learning by the end of the first year that supports online instruction and larger logistical concerns.

2. Develop a one-stop online student support site by the end of year 3. The UHCC System will coordinate and ensure delivery of online admissions and student services including: registration, counseling, financial aid, payment, technical support, tutoring, and library services. (Online students will no longer need to physically go to a campus for these services).

3. The UHCC System will acquire external funding to increase the number of under-served and indigenous populations by 25% over the next 5 years.

4. The UHCC System will acquire external funding by the end of the first year to develop a one-stop online student support site.
5. Provide alternate methods to allow open access to online classes by the end of the first year (i.e. the student can experience an online learning environment without going through the admissions process).

6. Collect and compare data for students taking online vs non online courses and programs.

7. Create a clear, comprehensive statement on what students should expect when taking an online class, including expectations for student-instructor, student-content and student-student interaction, as well as time management, commitment, and resources needed.

Goal #3. Provide faculty development opportunities aligned to research, theory, and recommended practices.

Research in online learning is constantly evolving as new technologies and strategies are developed, tested, and adapted to varied contexts. While faculty will often pursue independent development opportunities, a more effective approach overall is for the UHCC system to provide support and other resources to online teachers in the form of research information, training opportunities, and recommendations. This support can be either formal or informal, ongoing or sporadic.

In order to foster appropriate use of distance learning pedagogy’s and technologies and encourage development of innovative approaches to distance teaching, opportunities must be provided for faculty to learn and make choices about a range of ways in which they can enhance their interaction with students.

The UHCC System shall support training for faculty teaching online courses by promoting and funding training opportunities and encouraging system-level committees to establish common skills and practices. Colleges may opt to require faculty certification. The UHCC shall encourage coherent and quality course design through trainings, publications, promoting good practices, and making course materials available for college faculty.

Because learning takes place throughout the UH system, the colleges will ought to create symmetry regarding courses and delivery and policy by responding as a system to emerging technologies and by providing leadership in the planning, promotion, support, and administration of online courses and programs.

Outcomes for Goal #3

1. The UHCC System will acquire external funding for and develop a comprehensive online faculty development program by the end of first year.

2. The UHCC System will establish recommended technology and pedagogical skills for teaching online by the end of the first year.

3. The UHCC system will coordinate a mentoring support process for online faculty by the end of the second year.

4. The UHCC system will develop an online one stop Faculty Resource Center website by the end of the second year that includes a guide to recommended practices, instructional design suggestions, and documentation of procedures and policies.

5. The UHCC system will coordinate the development of an online course for faculty introducing online instructional design and how to teach online by the end of the second year.

6. The UHCC system will coordinate regularly scheduled online workshops for faculty in the areas of pedagogy and the use of technology tools by the end of the third year.

7. Implement an informal peer discussion process for faculty exchange of methods, approaches, technologies, data, and ideas aimed at improving the effectiveness of online courses by the end of the second year.
8. The UHCC system will coordinate the creation of an online course evaluation rubric, such as the Quality Matters (QM) framework.

Goal #4. Encourage symmetry in policy, technology, pedagogy, and administration between campuses and with the Community College system and beyond.

The UHCC system office shall develop a more coordinated approach to addressing learner needs, improving student success and better support for students to achieve their learning goals. The colleges shall work to improve collaboration and foster open dialogue, interpersonal networking and communications throughout the UHCC system. The UHCC system shall ensure online education programs and courses align with institutional priorities, achievement of student educational objectives, and congruency with ACCJC expectations.

When developing and maintaining the technological infrastructure, the UHCC Office shall identify, create and maintain collective resources to enhance the effectiveness of online courses and programs at the community colleges. For instance, when viable, the system shall facilitate the acquisition and deployment of specialized equipment and software is used that would not be justifiable for a single college to purchase. The UHCC Office may provide technical support for, and encourage the coordination between support and institutional effectiveness, including the identification and indexing of common resources such as shared library resources, tutorials, and learning guides.

Outcomes for Goal #4

1. The UHCC System will collect data to identify who online students are, where they are located, and the technology they use to access online courses over the 5-year period of the strategic plan.
2. The UHCC System will collect data to identify student success and retention in online courses over the 5-year period of the strategic plan.
3. The UHCC System will facilitate the creation of a common set of definitions for Banner, Institutional Research, etc. by the end of the first year.
4. The UHCC System will adopt common standards and terminology for online course delivery by the end of the first year.
5. The UHCC System will help colleges ensure that online courses meet requirements for accessibility.
6. The UHCC System will establish guidelines for Financial Aid, Admissions and Student Services by the end of the first year.
7. The UHCC System will establish a common set of definitions and reporting procedures to be used for Banner, Institutional Research, etc., by the end of the first year.
8. The UHCC System will establish a cycle of sustainable, continuous quality improvement through survey instruments, data collection, program review, and other institutional effectiveness practices by the end of the first year.
9. The UHCC System will ensure that proctoring and the administration of examinations is secure and consistent throughout the system.
10. The UHCC System will identify a coordinator and oversight group to create the 5-year course schedule, facilitate the creation and consistency of classes and programs on multiple campuses, assess data, propose policies, and other changes identified in the strategic plan.

Timeline
2012-2013 (planning year)
- Create 5-year plan (goal 1, outcome 1)
- Determine the specific responsibilities of the colleges and the system office in support of online learning (goal 1, outcome 1)
- The UHCC System will conduct at least one survey of under-served regions in Hawai‘i to identify training and re-training needs. (goal 1, outcome 5)
- Develop a UHCC system website for online learning by the end of the first year that supports online instruction and larger logistical concerns. (goal 2, outcome 1)
- Provide alternate methods to allow open access to online classes by the end of the first year (i.e. the student can experience an online learning environment without going through the admissions process). (goal 2, outcome 5)
- The UHCC System will establish recommended technology and pedagogical skills for teaching online by the end of the first year. (goal 3, outcome 2)

2013-2014 (year 1)
- Create a scheduling plan so that students can take an online A.A. degree
  - Create policy so that scheduling of A.A.-related online classes is guaranteed
- Acquire external funding to create online learning materials
- The UHCC System will acquire external funding by the end of the first year to develop a one-stop online student support site. (goal 2, outcome 4)
- The UHCC System will acquire external funding for and develop a comprehensive online faculty development program by the end of first year. (goal 3, outcome 1)
- The UHCC system will coordinate the creation of an online course evaluation rubric, such as the Quality Matters (QM) framework (goal 3, outcome 8).
- The UHCC System will facilitate the creation of a common set of definitions for Banner, Institutional Research, etc. by the end of the first year. (goal 4, outcome 3)
- The UHCC System will adopt common standards and terminology for online course delivery by the end of the first year. (goal 4, outcome 5)
- The UHCC System will establish guidelines for Financial Aid, Admissions and Student Services by the end of the first year. (goal 4, outcome 7)
- The UHCC System will establish a common set of definitions and reporting procedures to be used for Banner, Institutional Research, etc. by the end of the first year. (goal 4, outcome 8)

2014-2015 (year 2)
- Facilitate the creation of just in time support services that are available for extended hours, including Laulima support, other technical support, advising, registration, library reference help, and referral service for other questions. (goal 1, outcome 3)
- Determine annually the top workforce development opportunities, focusing on emerging high-skill, high-wage occupations, based on state data, community and industry needs, and deploy online workforce training (job training and retraining) in the identified areas. (goal 1, outcome 3)
- The UHCC System will conduct at least one survey of under-served regions in Hawai‘i to identify training and re-training needs. (goal 1, outcome 4)
- The UHCC System will acquire external funding to create online learning resources that would be broadly available to faculty teaching online courses. (goal 1, outcome 6)
- The UHCC System will establish program external advisory groups that will include key stakeholders in emerging industries. (goal 1, outcome 7)
- Collect and compare data for students taking online vs non online courses and programs. (goal 2, outcome 5)
- Create a clear, comprehensive statement on what students should expect when taking an online class, including expectations for student-instructor, student-content and student-student interaction, as well as time management, commitment, and resources needed. (goal 2, outcome 6)
The UHCC system will coordinate a mentoring support process for online faculty by the end of the second year. (goal 3, outcome 3)

The UHCC system will develop an online one stop Faculty Resource Center website by the end of the second year that includes a guide to recommended practices, instructional design suggestions, and documentation of procedures and policies. (goal 3, outcome 4)

The UHCC system will coordinate the development of an online course for faculty introducing online instructional design and how to teach online by the end of the second year. (goal 3, outcome 5)

The UHCC system will coordinate regularly scheduled online workshops for faculty in the areas of pedagogy and the use of technology tools by the end of the third year. (goal 3, outcome 6)

Implement an informal peer discussion process for faculty exchange of methods, approaches, technologies, data, and ideas aimed at improving the effectiveness of online courses by the end of the second year. (goal 3, outcome 7)

The UHCC System will collect data to identify who online students are, where they are located, and the technology they use to access online courses over the 5-year period of the strategic plan. (goal 4, outcome 1)

The UHCC System will ensure that proctoring and the administration of examinations is secure and consistent throughout the system. (goal 4, outcome 10)

The UHCC System will identify a coordinator and oversight group to create the 5-year course schedule, facilitate the creation and consistency of classes and programs on multiple campuses, assess data, propose policies, and other changes identified in the strategic plan. (goal 4, outcome 10)

The UHCC System will collect data to identify student success and retention in online courses over the 5-year period of the strategic plan. (goal 4, outcome 2)

The UHCC System will help colleges ensure that online courses meet requirements for accessibility. (goal 4, outcome 6)

The UHCC System will establish a cycle of sustainable, continuous quality improvement through survey instruments, data collection, program review, and other institutional effectiveness practices by the end of the first year. (goal 4, outcome 9)

2015-2016 (year 3)

Determine annually the top workforce development opportunities, focusing on emerging high-skill, high-wage occupations, based on state data, community and industry needs, and deploy online workforce training (job training and retraining) in the identified areas. (goal 1, outcome 3)

The UHCC System will acquire external funding to create online learning resources that would be broadly available to faculty teaching online courses. (goal 1, outcome 6)

Develop a one-stop online student support site by the end of year 3. The UHCC System will coordinate and ensure delivery of online admissions and student services including: registration, counseling, financial aid, payment, technical support, tutoring, and library services. (Online students will no longer need to physically go to a campus for these services). (goal 2, outcome 2)

Collect and compare data for students taking online vs non online courses and programs. (goal 2, outcome 5)

The UHCC system will coordinate regularly scheduled online workshops for faculty in the areas of pedagogy and the use of technology tools by the end of the third year. (goal 3, outcome 6)

The UHCC System will collect data to identify who online students are, where they are located, and the technology they use to access online courses over the 5-year period of the strategic plan. (goal 4, outcome 1)
- The UHCC System will collect data to identify student success and retention in online courses over the 5-year period of the strategic plan. (goal 4, outcome 2)
- The UHCC System will help colleges ensure that online courses meet requirements for accessibility. (goal 4, outcome 6)
- The UHCC System will establish a cycle of sustainable, continuous quality improvement through survey instruments, data collection, program review, and other institutional effectiveness practices by the end of the first year. (goal 4, outcome 9)

2017-2018 (year 4)
- Determine annually the top workforce development opportunities, focusing on emerging high-skill, high-wage occupations, based on state data, community and industry needs, and deploy online workforce training (job training and retraining) in the identified areas. (goal 1, outcome 3)
- The UHCC System will acquire external funding to create online learning resources that would be broadly available to faculty teaching online courses. (goal 1, outcome 6)
- Collect and compare data for students taking online vs non online courses and programs. (goal 2, outcome 5)
- The UHCC system will coordinate regularly scheduled online workshops for faculty in the areas of pedagogy and the use of technology tools by the end of the third year. (goal 3, outcome 6)
- The UHCC System will collect data to identify who online students are, where they are located, and the technology they use to access online courses over the 5-year period of the strategic plan. (goal 4, outcome 1)
- The UHCC System will collect data to identify student success and retention in online courses over the 5-year period of the strategic plan. (goal 4, outcome 2)
- The UHCC System will help colleges ensure that online courses meet requirements for accessibility. (goal 4, outcome 6)
- The UHCC System will establish a cycle of sustainable, continuous quality improvement through survey instruments, data collection, program review, and other institutional effectiveness practices by the end of the first year. (goal 4, outcome 9)

2018-2019 (year 5)
- Determine annually the top workforce development opportunities, focusing on emerging high-skill, high-wage occupations, based on state data, community and industry needs, and deploy online workforce training (job training and retraining) in the identified areas. (goal 1, outcome 3)
- The UHCC System will acquire external funding to create online learning resources that would be broadly available to faculty teaching online courses. (goal 1, outcome 6)
- The UHCC System will acquire external funding to increase the number of under-served and indigenous populations by 25% over the next 5 years. (goal 2, outcome 3)
- Collect and compare data for students taking online vs non online courses and programs. (goal 2, outcome 5)
- The UHCC system will coordinate regularly scheduled online workshops for faculty in the areas of pedagogy and the use of technology tools by the end of the third year. (goal 3, outcome 6)
- The UHCC System will collect data to identify who online students are, where they are located, and the technology they use to access online courses over the 5-year period of the strategic plan. (goal 4, outcome 1)
- The UHCC System will collect data to identify student success and retention in online courses over the 5-year period of the strategic plan. (goal 4, outcome 2)
- The UHCC System will help colleges ensure that online courses meet requirements for accessibility. (goal 4, outcome 6)
The UHCC System will establish a cycle of sustainable, continuous quality improvement through survey instruments, data collection, program review, and other institutional effectiveness practices by the end of the first year. (goal 4, outcome 9)
Appendix B

### Online Course Sections Offered by KauCC

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
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<tr>
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<td>9</td>
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<tr>
<td>2010</td>
<td>8</td>
<td>10</td>
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<tr>
<td>2011</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>2012</td>
<td>14</td>
<td>10</td>
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</tbody>
</table>

### Online Course Enrollments at KauCC

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
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<td>2006</td>
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<tr>
<td>2007</td>
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<td>154</td>
<td>148</td>
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<tr>
<td>2010</td>
<td>156</td>
<td>193</td>
</tr>
<tr>
<td>2011</td>
<td>133</td>
<td>159</td>
</tr>
<tr>
<td>2012</td>
<td>241</td>
<td>191</td>
</tr>
</tbody>
</table>

### Successful Completion Rates

<table>
<thead>
<tr>
<th>Year Range</th>
<th>DE Courses</th>
<th>Face to Face Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>47.4%</td>
<td>78.2%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>68.3%</td>
<td>80.2%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>66.6%</td>
<td>76.1%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>67.0%</td>
<td>78.2%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>66.7%</td>
<td>78.5%</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>DE Courses</td>
<td>12.3%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Face to Face Courses</td>
<td>6.0%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

*This is a comparison of all DE courses in a given year to all face-to-face courses with the same alpha and number in the same year.*