Spring 2014 UHCC Part Time Student Project Year-End Report Form
One report should be completed for each project.

<table>
<thead>
<tr>
<th>Project Title: Accelerated Hybrid Weekend Courses Targeting Part Time Students</th>
<th>Date of Report: February 15, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal's Name: Philippe L. Gross, Ph.D.</td>
<td>Proposal's Email Address: <a href="mailto:grossphi@hawaii.edu">grossphi@hawaii.edu</a></td>
</tr>
<tr>
<td>Campus: Kapi'olani Community College</td>
<td>UHCC Reference No.</td>
</tr>
</tbody>
</table>

Project Description (summarized from approved proposal): Data from Complete College America (2011) has shown that 4 of every 10 public college students are part-time students, and part-time students rarely graduate (see background research below). The report's striking conclusion is that "the longer it takes, the more life gets in the way of success." In addition to this national survey, KCC's Hawaii Graduation Initiative Team conducted its own survey in 2012. When asked "What factors would help you to enroll in 15 credits AND complete all 15 credits at the end of the semester?" 45% selected "more online courses," and 27% selected "more weekend (Saturday)" courses. To address this issue, two hybrid (flipped) courses were offered in Spring 2014, Introduction to Psychology (PSY100) and Psychology of Personality (PSY260). Both courses were offered on Saturdays, in eight week modules. The PSY100 course was held from January 18, 2014 to March 8, 2014. The PSY260 course was held from March 15 to May 15, 2014.

The courses were designed based on the flipped classrooms approach and required students to perform daily activities outside of class, including watching videos, doing psychology lab exercises, and/or taking a variety of tests and quizzes. It was anticipated that each of the 30 activities for these courses would require an average of 5 hours of preparation (total of 2 courses*30 activities*5 hours=300 hours). In addition, specific in-class activities were developed to engage the students and allow them to discuss, explore, demonstrate, and further solidify their new knowledge.

Summary of Results: Both courses met or exceeded the set benchmarks. (The courses have been taught again in the Fall of 2014 and are now being taught during Spring 2015).

Project Completion Date: September 30, 2014

<table>
<thead>
<tr>
<th>Actions Planned (from approved proposal)</th>
<th>Completed? (If not, please explain.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design two hybrid courses (flipped classrooms) during Summer and Fall 2013</td>
<td>YES</td>
</tr>
<tr>
<td>Reach out to part time students to enroll in these two courses during Spring 2014</td>
<td>YES</td>
</tr>
<tr>
<td>Deliver both courses during the Spring of 2014</td>
<td>YES</td>
</tr>
<tr>
<td>Assess success of the project and formulate strategies for improvement, scalability and sustainability</td>
<td>YES</td>
</tr>
</tbody>
</table>

Effectiveness Indicators/Outcomes and Benchmarks (from approved proposal) |

| Results (If continuation project, also include prior year's outcomes.) |
| --- | --- |
| Class enrollment: This will be calculated by dividing the number of students enrolled in each class by 35 (which is the maximum number of students allowed per class). |
| PSY 100 Hybrid: 51% |
| PSY 260 Hybrid: 63% |
| PSY 100 Online: 86% |
| PSY 100 F2F: 89% |
| Attrition rates. This will be calculated by dividing the number of students who did not complete the class by the number of students who were enrolled on the first day of class. The operational definition for non-completion or course work is the failure to participate in the activities of the class, including not taking exams, |
| PSY 100 Hybrid: 0% |
| PSY 260 Hybrid: 9% |
| PSY 100 Online: 17% |
| PSY 100 F2F: 10% |

The benchmark for PSY 100 was met.
Success rates. This will be calculated by dividing the number of students who earned a C grade or better by the number of students who completed the course. Benchmark: 5% higher success rate than online and regular classes.

<table>
<thead>
<tr>
<th>PSY 100 Hybrid: 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 260 Hybrid: 83%</td>
</tr>
<tr>
<td>PSY 100 Online: 87%</td>
</tr>
<tr>
<td>PSY 100 F2F: 77%</td>
</tr>
</tbody>
</table>

The benchmark was met.

Pass rates. This will be calculated by dividing the number of students who earned a D grade or better by the number of students who completed the course. Benchmark: 5% higher success rate than online and regular classes.

<table>
<thead>
<tr>
<th>PSY 100 Hybrid: 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 260 Hybrid: 100%</td>
</tr>
<tr>
<td>PSY 100 Online: 87%</td>
</tr>
<tr>
<td>PSY 100 F2F: 81%</td>
</tr>
</tbody>
</table>

The benchmark was met.

Fail rates. This will be calculated by dividing the number of students who completed the course work but failed to do so at a passing level by the number of students who completed the course. Benchmark: 5% higher success rate than online and regular classes.

<table>
<thead>
<tr>
<th>PSY 100 Hybrid: 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 260 Hybrid: 0%</td>
</tr>
<tr>
<td>PSY 100 Online: 13%</td>
</tr>
<tr>
<td>PSY 100 F2F: 19%</td>
</tr>
</tbody>
</table>

The benchmark was met.

Course Learning Report: We will use the existing course learning report (CLR) to assess class success for each SLO. Success rates for the project will be compared to the success rates of the existing courses. Benchmark: An average of 5% higher success rate for all SLOs.

Benchmark met for PSY 100. The prior CLR for PSY 260 was completed by another instructor and therefore the comparison is invalid. However, the benchmarks of the CLR were all met (See Appendix 1).

Students' feedback: Students who participate in this pilot project will be asked to monitor their progress (e.g., comment on class participation and completion of assignments) and to report on the benefits and challenges of the pilot program. Suggestions for improvement will be encouraged.

All students' feedback from eCafe were very positive and the two hybrid classes received the highest overall scores. (See Appendix 2).

Student network maintenance rate: This will be calculated by dividing the number of students who enrolled in the second Psychology class by the number of students who successfully completed the first course. Benchmark: 25% (note that this benchmark is harder to calculate because of a lack of prior data).

Overall, six students who completed PSY 100 also registered for PSY 260. This represented one third of the students enrolled in PSY 100. These six students developed a stronger sense of community; though one student ended up withdrawing and another student was hindered by personal obligations. The other four students shared the value of this model and shared with me their satisfaction with the courses.

Students demographic and status questionnaire to measure individual progress (i.e., number of credits taken thus far, number of credits taken during Spring Semester, number of years in school, personal challenges to getting a degree, etc.).

Demographics data are provided at the end of this report. The attached report also compared part-time students with full time students. No significant differences were observed between the two groups.

Discussion of results: As can be gleaned through the reported outcomes, the hybrid accelerated flipped courses developed and offered through this grant has been very successful in terms of lower attrition rates, higher success rates, and higher students' satisfaction with the courses. Moreover, the model developed for these two courses have been transferred to other online and face-to-face courses with positive results in terms of success rates and students' feedback.

Discussion of effectiveness indicators/outcomes and benchmarks identified in approved proposal: Both hybrid courses have either met or exceeded the stated benchmarks. See attached report for additional discussion on the effectiveness of the courses.

05/31/2013 ca
Discussion of relationship of results to campus and UHCC strategic plans: The proposed project directly addressed KCC Collegewide Strategies number 3: Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence by: 1) "improving technology-enhanced learning environments" and "promoting the effective use of student engagement pedagogies such as learning communities, service-learning, gatekeeper course initiatives, online classes and tutorials" and number 4: Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Transfer, specifically "7) improving alternative delivery classes and programs." (See Strategic Plan 2008-2015: Framework, Process, and Context).

The proposed project also addresses the UH CC strategic plan's goal to "increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions." (See UHCC Strategic Plan 2002-2010 Update; Strategic Outcomes and Performance Measures, 2008-2015).

Discussion of scalability and sustainability of the project based upon the results: The model developed for this project is sustainable and scalable. A second PSY 100 accelerated hybrid course was offered in the Fall of 2014 and another pair of PSY 100 and PSY 260 hybrid accelerated courses are being offered in the Spring of 2015. There is a plan for developing a hybrid course for PSY 250: Social Psychology.

Expenditure Report: Use original budget from approved proposal and add line(s) to show actual expenses and total. Highlight or note changes from original budget and provide explanation.

<table>
<thead>
<tr>
<th>A</th>
<th>PERSONNEL (itemization required)</th>
<th>Amount Budgeted in Approved Proposal</th>
<th>Amount Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Lecturer B</td>
<td>4,809</td>
<td>$4,809</td>
</tr>
<tr>
<td>A2</td>
<td>Fringe benefits for lecturer</td>
<td>$1,995</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Summer Overload</td>
<td>$3,673</td>
<td>$3,673.20</td>
</tr>
<tr>
<td></td>
<td>Spring Overload</td>
<td>$1,224</td>
<td>$1,224.40</td>
</tr>
<tr>
<td>B</td>
<td>SUPPLIES (itemization required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>Floor Mats for students</td>
<td>$900</td>
<td>$755.64</td>
</tr>
<tr>
<td>B2</td>
<td>Software and hardware tools for course development, testing, and deployment</td>
<td>$4,100</td>
<td>$4,107.68</td>
</tr>
<tr>
<td>C</td>
<td>EQUIPMENT (itemization required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$16,701</td>
<td>$14,569.92</td>
</tr>
</tbody>
</table>
During Spring 2014, the following two hybrid (flipped classroom) courses were taught to address the needs of part time students: Introduction to Psychology (PSY100) and the Psychology of Personality (PSY 260).

To assess the effectiveness of these two new courses, we measured the following: Class enrollment, Attrition rates, Success rates, Pass/Fail rates, Students’ demographics (including their status), and Students’ self-reported experience.

Overall, when compared to the online and the face-to-face (F2F) PSY 100 courses, the PSY 100 hybrid course fared the best in terms of attrition rates and fail rates. In fact, none of the PSY 100 students in the hybrid course failed the course.

Since I only taught one section of PSY 260, I could not do a direct comparison to assess the success rate of this course. However, a comparison with Spring 2013 showed a clear decrease in fail rates (19% in the F2F versus 0% in the hybrid course). The F2F course also had 4 withdrawals versus only 2 in the hybrid course. Failure due to lack of participation was the same for both classes.

Below is a detailed analysis of the data, which also includes a break down by students’ full time versus part time status. The overall numbers are too small to lead to any significant findings. Finally, I reported students’ assessment via eCafe and the results indicate that the hybrid courses lead to the highest overall students satisfaction.

**Class Enrollment and Attrition Rate**

The number of students enrolled was based on the number of students who were enrolled after the “last day to withdraw without a W,” which was February 2. This does not capture students who may have dropped on the first or second day of class.

Attrition rates were calculated by dividing the number of students who did not complete the class by the number of students who were enrolled on the first day of class. The operational definition for non-completion or course work is the failure to participate in the activities of the class, including not taking exams and failure to turn in class projects. (Note: One part-time student audited both PSY 100 Hybrid and PSY 260 Hybrid and is not included in the tables below.)

The proposed benchmark was 10% fewer drops/withdrawals than in online classes, and the benchmark was met.
Table 1. Course Enrollment and Attrition Rate

<table>
<thead>
<tr>
<th></th>
<th>Number of students enrolled</th>
<th>Number of students whose participation was below 50% (and failed)</th>
<th>Attrition rates</th>
<th>Number of students who withdrew</th>
<th>Withdrawal rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100 Hybrid</td>
<td>18</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>PSY 260 Hybrid</td>
<td>22</td>
<td>2</td>
<td>9%</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>PSY 100 Online</td>
<td>30</td>
<td>5</td>
<td>17%</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>PSY 100 F2F</td>
<td>31</td>
<td>3</td>
<td>10%</td>
<td>2</td>
<td>6%</td>
</tr>
</tbody>
</table>

Table 2 below compares course enrollment and attrition rate by student full time versus part time status. The differences between the two groups are too small to be statistically significant.

Table 2. Course Enrollment and Attrition Rate (Full Time versus Part Time students)

<table>
<thead>
<tr>
<th></th>
<th>Number of students enrolled</th>
<th>Number of students whose participation was below 50%</th>
<th>Attrition rates</th>
<th>Number of students who withdrew</th>
<th>Withdrawal rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100 Hybrid Full Time</td>
<td>14</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>PSY 100 Hybrid Part Time</td>
<td>4</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>PSY 100 Hybrid Status Unknown</td>
<td>1</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>PSY 260 Hybrid Full Time</td>
<td>10</td>
<td>1</td>
<td>10%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>PSY 260 Hybrid Part Time</td>
<td>10</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>PSY 260 Hybrid Status Unknown</td>
<td>2</td>
<td>1</td>
<td>50%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Tables 3a and 3b provide information on students' success. The data indicate that students in the hybrid courses are less likely to fail than students in the online or F2F classes.

**Table 3a. Success Rates, Pass Rates, Fail Rates**

<table>
<thead>
<tr>
<th></th>
<th>Number of students who completed the course with a C or better</th>
<th>Number of students who earned a D</th>
<th>Number of students who attended more than 50% and failed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>PSY 100 Hybrid</td>
<td>17</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>PSY 260 Hybrid</td>
<td>15</td>
<td>83%</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 Online</td>
<td>20</td>
<td>87%</td>
<td>0</td>
</tr>
<tr>
<td>PSY 100 F2F</td>
<td>20</td>
<td>77%</td>
<td>1</td>
</tr>
</tbody>
</table>

**Table 3b. Success Rates, Pass Rates, Fail Rates — PSY 260 hybrid versus PSY 260 F2F (Spring 2013)**

<table>
<thead>
<tr>
<th></th>
<th>Number of students who completed the course with a C or better</th>
<th>Number of students who earned a D</th>
<th>Number of students who attended more than 50% and failed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>PSY 260 F2F</td>
<td>17</td>
<td>81%</td>
<td>0</td>
</tr>
<tr>
<td>PSY 260 Hybrid</td>
<td>15</td>
<td>83%</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 4 below provides detailed information about part time versus full time students. The differences were too small to be significant.

### Table 4. Success Rates, Pass Rates, Fail Rates (Part Time versus Full Time students)

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Number of students who completed the course with a C or better</th>
<th>Number of students who passed the class with a D</th>
<th>Number of students who attended more than 50% and failed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100 Hybrid Full Time</td>
<td>13 100%</td>
<td>0 0%</td>
<td>0 0%</td>
</tr>
<tr>
<td>PSY 100 Hybrid Part Time</td>
<td>3 100%</td>
<td>0 0%</td>
<td>0 0%</td>
</tr>
<tr>
<td>PSY 100 Hybrid Status Unknown</td>
<td>1 100%</td>
<td>0 0%</td>
<td>0 0%</td>
</tr>
<tr>
<td>PSY 260 Hybrid Full Time</td>
<td>7 88%</td>
<td>1 12%</td>
<td>0 0%</td>
</tr>
<tr>
<td>PSY 260 Hybrid Part Time</td>
<td>7 78%</td>
<td>2 22%</td>
<td>0 0%</td>
</tr>
<tr>
<td>PSY 260 Hybrid Status Unknown</td>
<td>1 100%</td>
<td>0 0%</td>
<td>0 0%</td>
</tr>
</tbody>
</table>

### Students' Feedback

Students’ assessments provide valuable information on their perception of how successful a course has been on several dimensions. This data is captured through the electronic Course and Faculty Evaluation (eCAFE), which is the official University of Hawai‘i course and faculty evaluation system. Next is a summary of the key findings from the analysis of the quantitative and qualitative eCAFE data provided in Appendix 2.

In order to provide a more accurate assessment of the hybrid courses in relation to the online and Face-to-Face courses, Table 5 provides four semesters of data.
Table 5: Summary of Student Evaluations — (F12-S14)

<table>
<thead>
<tr>
<th>Items Evaluated on a scale from 1 to 5 (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree)</th>
<th>Face-to-Face</th>
<th>Hybrid</th>
<th>Online</th>
<th>Overall</th>
<th>All Classes Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>PSY 170</td>
<td>PSY 260</td>
<td>PSY 100</td>
<td>PSY 260</td>
<td>PSY 100</td>
</tr>
<tr>
<td>1. Course Objectives and Procedures</td>
<td>4.5</td>
<td>4.6</td>
<td>4.4</td>
<td>4.6</td>
<td>4.8</td>
</tr>
<tr>
<td>2. The instructor was accessible to students outside of class</td>
<td>4.3</td>
<td>4.9</td>
<td>4.5</td>
<td>4.8</td>
<td>4.5</td>
</tr>
<tr>
<td>3. The course was well-organized</td>
<td>4.5</td>
<td>4.7</td>
<td>4.5</td>
<td>4.6</td>
<td>4.8</td>
</tr>
<tr>
<td>4. The instructor knew the subject area</td>
<td>4.8</td>
<td>5.0</td>
<td>4.9</td>
<td>5.0</td>
<td>4.9</td>
</tr>
<tr>
<td>5. The instructor encouraged students' participation</td>
<td>4.7</td>
<td>4.7</td>
<td>4.8</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>6. The course material was presented in a clear and effective way</td>
<td>4.6</td>
<td>4.7</td>
<td>4.4</td>
<td>4.8</td>
<td>4.7</td>
</tr>
<tr>
<td>7. The instructor provided good atmosphere for learning</td>
<td>4.7</td>
<td>5.0</td>
<td>4.5</td>
<td>4.9</td>
<td>4.9</td>
</tr>
<tr>
<td>8. The instructor encouraged me to think for myself</td>
<td>4.6</td>
<td>5.0</td>
<td>4.7</td>
<td>4.7</td>
<td>4.8</td>
</tr>
<tr>
<td>9. The instructor graded tests and assignments fairly</td>
<td>4.6</td>
<td>4.7</td>
<td>4.8</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>10. The instructor informed students of their grades on exams and assignments promptly</td>
<td>4.7</td>
<td>4.9</td>
<td>4.8</td>
<td>4.6</td>
<td>4.8</td>
</tr>
<tr>
<td>11. The instructor demonstrated concern for students</td>
<td>4.6</td>
<td>4.9</td>
<td>4.6</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td>12. The instructor treated students fairly</td>
<td>4.7</td>
<td>4.7</td>
<td>4.8</td>
<td>4.9</td>
<td>5.0</td>
</tr>
<tr>
<td>Section comparisons (Overall Means)</td>
<td>4.6</td>
<td>4.8</td>
<td>4.6</td>
<td>4.8</td>
<td>4.8</td>
</tr>
</tbody>
</table>

As shown in Table 5, the variance between ratings was relatively small. All “overall means” were at or above 4.3, indicating that students provided positive ratings on all 12 domains assessed. Students gave the highest rating for knowledge of the subject area (4.8) and encouraging students’ participation (4.7). The less positive rating (the only one below 4.5) was for accessibility outside of class (4.3). This was mainly a result of the responses from online students who may not be on campus as often as the other students. (The means for accessibility by the non-online students [N=119] was 4.5).

All the means of my hybrid and face-to-face courses were at or above 4.6, which indicates a very positive response from the students. The lowest means were for the online courses, and further analysis of the data showed a significant improvement in S14 when compared to F12, S13, and F13 (See Table 6).
Table 6: Summary of Student Evaluations — Online (F12-S14)

<table>
<thead>
<tr>
<th>Items Evaluated on a scale from 1 to 5 (1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree)</th>
<th>PSY 100 N=13</th>
<th>PSY 100 N=13</th>
<th>PSY 100 N=17</th>
<th>PSY 100 N=12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course Objectives and Procedures</td>
<td>4.1</td>
<td>4.3</td>
<td>4.2</td>
<td>4.7</td>
</tr>
<tr>
<td>2. The instructor was accessible to students outside of class</td>
<td>4.1</td>
<td>3.7</td>
<td>3.8</td>
<td>4.5</td>
</tr>
<tr>
<td>3. The course was well-organized</td>
<td>4.2</td>
<td>4.5</td>
<td>4.1</td>
<td>4.8</td>
</tr>
<tr>
<td>4. The instructor knew the subject area</td>
<td>4.5</td>
<td>4.7</td>
<td>4.2</td>
<td>4.7</td>
</tr>
<tr>
<td>5. The instructor encouraged students’ participation</td>
<td>4.6</td>
<td>4.4</td>
<td>4.2</td>
<td>4.7</td>
</tr>
<tr>
<td>6. The course material was presented in a clear and effective way</td>
<td>4.0</td>
<td>4.5</td>
<td>4.2</td>
<td>4.4</td>
</tr>
<tr>
<td>7. The instructor provided good atmosphere for learning</td>
<td>4.3</td>
<td>4.2</td>
<td>3.8</td>
<td>4.4</td>
</tr>
<tr>
<td>8. The instructor encouraged me to think for myself</td>
<td>4.3</td>
<td>4.4</td>
<td>4.2</td>
<td>4.6</td>
</tr>
<tr>
<td>9. The instructor graded tests and assignments fairly</td>
<td>4.5</td>
<td>4.5</td>
<td>4.1</td>
<td>4.8</td>
</tr>
<tr>
<td>10. The instructor informed students of their grades on exams and assignments promptly</td>
<td>4.4</td>
<td>4.3</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>11. The instructor demonstrated concern for students</td>
<td>4.2</td>
<td>3.8</td>
<td>3.9</td>
<td>4.4</td>
</tr>
<tr>
<td>12. The instructor treated students fairly</td>
<td>4.4</td>
<td>4.2</td>
<td>4.1</td>
<td>4.8</td>
</tr>
<tr>
<td>Section comparisons (Overall Means)</td>
<td>4.3</td>
<td>4.3</td>
<td>4.1</td>
<td>4.6</td>
</tr>
</tbody>
</table>

I cautiously attribute this improvement to the transfer of knowledge from what I learned in developing my hybrid courses. In researching and applying evidence-based best practices for hybrid courses, I realized that I needed to make revisions to my online classes. The uptick in Spring 2014 could reflect these changes but since the N is rather small it could also be a statistical fluke. I am hoping future eCAFE results will confirm that the changes made to my online teaching have improved students’ overall learning experience.
## Appendix 1a. PSY 100 Course Learning Report

Course: PSY 100—Introduction to Psychology CRN 34895 (N= 18) Class was taught Spring 2014  (Format: Accelerated Hybrid).

Date: May 20, 2014

Author: Philippe L. Gross

<table>
<thead>
<tr>
<th>PROGRAM OUTCOME</th>
<th>Competency</th>
<th>Assessment Method</th>
<th>Expected Level of Achievement</th>
<th>Results of Assessment</th>
<th>Next Steps *</th>
</tr>
</thead>
</table>
| a) Thinking/Inquiry  
b) Communication  
c) Self and Community  
e) Integrative Learning | Describe the nature of psychology as a discipline, explaining why psychology is a science, and listing the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes. | What: Quizzes and Exams  
How: Correctly answer relevant questions  
Who: Philippe Gross  
When: Spring 2014 | Expected: 70% | Results:  
Exceeded: 83%  
Met: 17%  
Did not meet: 0% | Action: No action necessary at this point. |
| a) Thinking/Inquiry  
b) Communication  
c) Self and Community  
e) Integrative Learning | Identify the concepts, language, and major theories of the discipline to account for psychological phenomena. | What: Quizzes and Exams  
How: Correctly answer relevant questions  
Who: Philippe Gross  
When: Spring 2014 | Expected: 70% | Results:  
Exceeded: 83%  
Met: 17%  
Did not meet: 0% | Action: No action necessary at this point. |
| a) Thinking/Inquiry  
b) Communication  
c) Self and Community  
e) Integrative Learning | Compare and contrast the major perspectives of psychology: behavioral, neuroscience, cognitive, | What: Message Board  
How: Correctly answer relevant questions  
Who: Philippe Gross  
When: Spring 2014 | Expected: 75% | Results:  
Exceeded: 78%  
Met: 22%  
Did not meet: 0% | Action: No action necessary at this point. |
<table>
<thead>
<tr>
<th>Learning</th>
<th>evolutionary, humanistic, psychodynamic, and socio-cultural.</th>
<th>Identify overarching themes and persistent questions in psychology.</th>
<th>What: Message Board How: Correctly address relevant questions and/or uses critical thinking in commenting on subject matter Who: Philippe Gross When: Spring 2014</th>
<th>Expected: 70%</th>
<th>Results: Exceeded: 83% Met: 17% Did not meet: 0%</th>
<th>Action: No action necessary at this point.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)Thinking/Inquiry b)Communication c)Self and Community e) Integrative Learning</td>
<td>Describe the basic methodology of the science of psychology, explaining different research methods used by psychologists.</td>
<td>What: Message Board How: Properly addressed issue with relevant examples Who: Philippe Gross When: Spring 2014</td>
<td>Expected: 70%</td>
<td>Results: Exceeded: 78% Met: 22% Did not meet: 0%</td>
<td>Action: No action necessary at this point.</td>
<td></td>
</tr>
<tr>
<td>a)Thinking/Inquiry b)Communication e) Integrative Learning</td>
<td>Use critical thinking and reasoning effectively, identifying and evaluating the source, context, and credibility of information, evaluating popular media reports regarding psychological research.</td>
<td>What: Message Board How: Use appropriate evidence Who: Philippe Gross When: Spring 2014</td>
<td>Expected: 70%</td>
<td>Results: Exceeded: 78% Met: 22% Did not meet: 0%</td>
<td>Action: No action necessary at this point.</td>
<td></td>
</tr>
<tr>
<td>a)Thinking/Inquiry b)Communication c)Self and</td>
<td>State how psychological principles can be used to explain social issues</td>
<td>What: Message board How: Address issue appropriately Who: Philippe Gross</td>
<td>Expected: 70%</td>
<td>Results: Exceeded: 72% Met: 28%</td>
<td>Action: No action necessary at this point.</td>
<td></td>
</tr>
<tr>
<td>Community Learning</td>
<td>and inform public policy and recognize that socio-cultural contexts may influence the application of psychological principles in solving social problems.</td>
<td>When: Spring 2014</td>
<td>Did not meet: 0%</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
| a) Thinking/Inquiry  
b) Communication  
c) Self and Community  
d) Aesthetic Engagement  
e) Integrative Learning | Apply psychological concepts, theories, and research findings as these relate to everyday life. | What: Message board  
How: How clearly questions relevant to this topic are answered  
Who: Philippe Gross  
When: Spring 2014 | Expected: 70%  
Results: Exceeded: 100%  
Met: 0%  
Did not meet: 0% | Action: No action necessary at this point. |
| a) Thinking/Inquiry  
b) Communication  
c) Self and Community  
e) Integrative Learning | Explain the necessity for ethical behavior in all aspects of the science and practice of psychology. | Message Board  
How: Students clearly demonstrate an ability to apply concepts discussed to their lives and the lives of others  
Who: Philippe Gross  
When: Spring 2014 | Expected: 70%  
Results: Exceeded: 83%  
Met: 17%  
Did not meet: 0% | Action: No action necessary at this point. |
| a) Thinking/Inquiry  
b) Communication  
c) Self and Community  
e) Integrative Learning | Communicate effectively, by listening accurately, and actively and articulating ideas thoughtfully and purposefully. | What: Message Board  
How: Student posted clearly-written answers or comments about the weekly topics and had meaningful and collegial exchanges | Expected: 70%  
Results: Exceeded: 83%  
Met: 17%  
Did not meet: 0% | Action: No action necessary at this point. |
<table>
<thead>
<tr>
<th>Thinking/Inquiry</th>
<th>Demonstrate the ability to collaborate effectively.</th>
<th>Group message board</th>
<th>Expected: 70%</th>
<th>Results: Exceeded: 83% Met: 17% Did not meet: 0%</th>
<th>Action: No action necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Communication</td>
<td></td>
<td>How: Participated in group exercise and made significant contribution to the discussion</td>
<td></td>
<td>Who: Philippe Gross When: Spring 2014</td>
<td></td>
</tr>
<tr>
<td>c) Self and Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Integrative Learning</td>
<td></td>
<td></td>
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</tbody>
</table>

*Next steps can include revision to syllabi, curriculum, teaching methods, student support, and other.*
Appendix 1b. PSY 260 Course Learning Report

Course: PSY 260 — Psychology of Personality CRN: 34896 (N= 20; this does not include 2 students who, for personal reasons attended less than half of the classes and therefore failed to participate in most or all of the class activities). Class was taught Spring 2014 (Format: Accelerated Hybrid). Date: June 1, 2014

Author: Philippe L. Gross, Ph.D.

<table>
<thead>
<tr>
<th>PROGRAM OUTCOME</th>
<th>Competency</th>
<th>Assessment Method</th>
<th>Expected Level of Achievement</th>
<th>Results of Assessment</th>
<th>Next Steps *</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Thinking/Inquiry</td>
<td>Compare and contrast the basic theoretical approaches to personality, including their corresponding views of development, change, and assessment.</td>
<td>What: Quizzes and Exams How: Correctly answer relevant questions Who: Philippe L. Gross When: Spring 2015</td>
<td>Expected: 80%</td>
<td>Results: Exceeded: 75% Met: 15% Did not meet: 10%</td>
<td>Action: No action necessary at this point.</td>
</tr>
<tr>
<td>b) Communication</td>
<td>Distinguish between the various methodological approaches to personality research.</td>
<td>What: Quizzes and Exams How: Correctly answer relevant questions Who: Philippe L. Gross When: Spring 2015</td>
<td>Expected: 80%</td>
<td>Results: Exceeded: 75% Met: 15% Did not meet: 10%</td>
<td>Action: No action necessary at this point.</td>
</tr>
<tr>
<td>c) Self and Community</td>
<td>Assess the strength of research findings within a given research perspective.</td>
<td>What: Quizzes and Exams How: Correctly answer relevant questions Who: Philippe L. Gross When: Spring 2015</td>
<td>Expected: 80%</td>
<td>Results: Exceeded: 65% Met: 20% Did not meet: 15%</td>
<td>Action: No action necessary at this point.</td>
</tr>
</tbody>
</table>

*Next steps can include revision to syllabi, curriculum, teaching methods, student support, and other.
Appendix 2a. eCafe Qualitative Data

Open Ended Questions: PSY 100

13. What are the instructor's major strengths as a teacher?

*Spring 2014 (CRN 34872, 34874, 34895)*

- He shows concerns for his students, and will open any assignments you need to finish.
- There weren't any tricks or "surprise" assignments like how some online teachers would do. He would always have assignments due each week on the same days.
- Very positive and helpful towards helping his students and very great at communicating.
- He makes the online class easy to manage and gives good topic questions to discuss about the readings.
- He explains everything very clearly, and makes it understandable for us.
- He knows the subject very well and provides good feedback. He has the best advice for coping with stress and organizing priorities.
- Willing to help students prompt answer by email encouraging/positive comments on assignments.
- He helps the students if they have any questions and provides feedback when giving back assignments. Encourage students and makes the class fun and comfortable.
- Effective communicator, interesting teacher. made things enjoyable and in a way we could remember.
- Passionate
- He knew the subject very well and explained things in a way that was easily comprehensible and understandable. He gave example that everyone could relate to, and showed helpful and interesting videos to help us understand the material.
- He had a lot of passion about his subject
- He was very knowledgeable about the subject, and made the classroom a fun atmosphere.
- Sometimes no matter how effective and knowledgeable an instructor is, if he/she has a class with unwilling participating students the subject matter won't be grasped by students but Gross always tried ways to have students participate and his teaching materials (videos, exercises, etc.) were very engaging.
- The topics we covered in class were very interesting and I feel that it was because he helped me understand and relate it to real life situations.
- Professor Gross is very knowledgeable about the course, he has flexible office hours, a fair grader and wants all of his students to well in psychology.
- Professor Gross is more than qualified to teach a Psychology Class. From what he shared in class, he worked with the State regarding those with psychological disorders such as schizophrenia that is in the system. He was really knowledgeable about everything that relates to psychology.
• Gives memorable examples about certain topics discussed in class. It could be serious and funny examples but definitely something a student will remember and be able to discuss about later on. He also answers questions by students as best as he can and he is honest when he doesn’t know the answer, which rarely happens. He seems to really know a lot about what he is teaching. He is very hands on as well. As a class, we did a lot of meditation exercises to understand related topics better. We did therapist and client role playing also and he was there to guide as during the activity. Overall, reliable and great teacher.
• His knowledge on the subject, and ability to connect with the students.
• HE KNOWS HOW TO MAKE PEOPLE FEEL AT EASE, HAPPY AND COMFORTABLE. HE MOTIVATES US TO DO WELL IN HIS CLASS.
• He is super enthusiastic, inspiring, fun, friendly, knowledgeable professor

Hybrid:
• Very knowledgeable on the subject.
• Making the class entertaining, and bringing the students together to form a close knit group.
• Professor Gross is very intelligent, relatable, passionate, exciting, interesting, organized, and approachable.
• Professor Gross definitely knows a lot about the subject. He gave us new insight as we progressed through the chapters. He made the subject more interesting.
• During our course of eight weeks it is evident that Dr. Gross passionate about his field of study. He was able to grab the attention of the class with his positive energy and his wealth of knowledge. He is organized, he communicated efficiently via email and in person. The course syllabus and outline was detailed and very easy for me to understand. I notices that the learning environment he created allowed all of us students to be relaxed. We engaged in healthy and meaningful discussions related to each chapter. Lastly, he had amazing group discussions, debates, and wonderful tools one most liked the meditation time.
• As a teacher, he was very good
• Caring and Compassionate. Available to students.
• He is knowledgeable of his own field; he is passionate about what he is teaching; and he is really patient when he works with students.
• communication with students
• Mc. Gross is extremely intelligent and knows the course material very well. He is friendly, animated, and engaging. He seems to be genuinely interested in the material as much as the students. He also allows students to express their opinions on the course material.
• He knew the subject well! He was very helpful in class.
• He engages with the students and helps his students to the best that he can.
• Professor Gross strengths would definitely be getting the class involved in the exercises as well as teaching us the material. I definitely had a fun time learning in his class.
• His major strengths are that he seems to be excited about the class content, he uses multi-method teaching techniques which keeps the class very interesting (important in a 3 hour class), and he seems to really care about all of his students.

14. What changes, if any, do you suggest to the instructor?

Spring 2014 (CRN 34872, 34874, 34895)

• none. keep up the good work as a teacher
• Providing more options for taking tests. Although there may be a concern for students taking tests at home, it is an online class. I wish that everything could have been based at home. Making the trip to the school to take one test is a bit hard especially if you signed up for an online class.
• N/A
• The smartwork, plus MB, plus Quiz, plus post quiz is overkill.
• None.
• no changes.
• None
• Nothing
• None
• Although subject-matter was very interesting and participation was strongly encouraged, not all of the students participated but one very effective way of getting students to do so is maybe taking asking the students questions on material being covered that week as a way to take attendance that way all students are engaged and they'll most likely be prepared in their reading.
• I would suggest more interactive activities. I really enjoyed the meditation activity we did during the class. At the time I was really unhappy and going through a hard time in my life and I felt weak and stressed but after doing the meditation I felt so alert and full of positive energy.
• I would recommend giving more homework along with the Connect exercises, weekly journals and class presentation. Perhaps you can make worksheets with your own questions regarding each chapter (in preparation for quizzes).
• I would suggest to be more organized with the lectures. For the most part, our lectures consisted of Professor Gross explaining and going over the current chapter we were covering. It was a bit disorganized without a specific lesson plan prepared.
• I don't know If it's possible but I wish he'd could reduce the connect activities online to 50 questions each chapter instead of 90+ questions. It's really time consuming. Or if not increase the points from 15 points per chapter to 25. The connect activities online is truly torn consuming and sometimes it's just repetitive questions.
• HE IS AMAZING.
• Give a little more time on the test for international or foreign student
Hybrid:
- No changes.
- None.
- No changes. I thoroughly enjoyed the course and having Professor Gross as an instructor.
- None.
- I think you did your best to keep us engaged in class. Neal talked so much and I much rather hear from you. Maybe next time...make announcement you welcome questions but not too long. He did have great questions however it turned out where he was sharing his opinion...BLah...LOL..."Burning" questions can be asked after class or via email. We only had 8 weeks for this course so my attention was to get as much as I could from your mana'o.
- Overall I believe it was a good fast passed course. The only thing I would change is when the test dates were.. Making them after the class meets Saturday.
- Connect questions were too time consuming each chapter. Overall Connect is a bad product and not conducive to learning. Test questions should focus more on main points in chapter instead of entire chapter as this is a self-study portion of the class and must be answered in advance of lecture. Spend more of class time focusing on the perspectives of psychology which was the main point of the paper and applying them to topics.
- Maybe he can add more interesting activities to this class, but since it is an accelerated class, there might not be enough time.
- None. I was thoroughly satisfied with the class.
- I would maybe change the outline of the class. If we have a week to week schedual that would be great. That is the only thing that I can think of.
- Rather then to lecture the whole class time do more class activities to help better understand things.
- None, its very well put together, especially considering this is the first accelerated hybrid class.
- The only change I can think of is to outline the expectations for the perspectives project more clearly.

15. How did the instructor show concern for students?
*Spring 2014 (CRN 34872, 34874, 34895)*

- office hours and emailing back promptly
- Because it's an online class, he would allow unlimited post quizzes which would not only help with our grade, but with helping us better understand the material.
- Very helpful and definitely showed understanding towards the students and their progress. He definitely emphasizes his interest and concern for the students overall progress.
- N/A
The post quizzes count as extra credit, and the quizzes are able to be taken up to three times taking the highest score which is very helpful.

He provides feedback, answers questions and concerns, and gives great advice.

Send e-mails to student if it seems like they are missing something and gives feedback on assignments.

He really pushed us to complete every assignment, made sure we completed all that we could.

Made time outside of class to meet in his office

He would remind us about assignments and tell us we should get them done because they are worth a substantial amount of points that may affect our grade.

He told them that they were missing assignments and opened the deadline for connect.

He always asked questions concerning our progress in class and provided advice to increase motivation in the classroom as well as outside.

He was very concerned about students and their test scores. When he would see bad scores he would ask the class what was the cause of the low scores. He would show concern and worry about whether there was anything he could do to help improve the scores or help students to understand and re-explain the concept.

He treats everyone fairly, always willing to help students whenever necessary and does his best to answer questions in class.

He showed concern for students by allowing us to turn in late work and finish the modules online before the end of semester. Professor Gross also provided mid-term and final study guides that is practically exactly what will be in the exam.

We had this presentation in class worth 80 points and a lot of his students weren't doing it on their assigned date, yet he still encouraged them to do it even when it's passed the deadline so that students can still get their 80 points. He is very lenient when it comes to homework.

HE MAKES SURE THAT WE DO OUR ASSIGNMENT AND PROJECTS BY TALKING TO US.

He gave us his phone number if we need him. He answers email right away.

Hybrid:

- He sent an email every week to help us prepare for the next class and often emailed students on things they'd been missing.

- Contacting students directly

- Professor Gross genuinely showed concern for students by reaching out to those who brought up their own concerns in class (including me) by email or further discussion in class.

- He tries to help us understand the content by having us do activities or providing us with examples.

- You were so efficient every time I had a challenge with LearnSmart or laulima. I appreciate your grace as I did turn in late assignments. I think that you gave everyone special attention. As a Dr, professor the way you walked around the class checked our evaluations it really care that we learn the perspectives and that we are not just taking this class to get the credits.
• Showed concern by listening and being available. Very friendly.
• He is really patient whenever we have questions; and his humor makes us feel ease and more comfortable to ask any question.
• by emailing every students
• My second week in the class I missed the class and was debating on dropping out if class. I decided to stay, but before I went back to the following class, Mr. Gross emailed me his concerned about my absence. It showed me that he cared. I really appreciated it.
• He showed concern by help us students and altering dates for exams because some of us were not ready.
• Whenever you had a question he was always there to answer them to the best of his understanding.
• He would always remind us about updates and due dates for our project and homework assignments or quizzes that might be due soon. He also encouraged us that if we needed any help, we can ask our peers and him as well for better clarification.
• He asked the students if there was any subject matter that was confusing or that needed more discussion, he communicated well in class and via email, and he listened and made exceptions when important.

16. Would you recommend this instructor to students? Why or why not?
Spring 2014 (CRN 34872, 34874, 34895)

• yes, because he makes his assignment relate to your own life, making psychology more easy to understand.
• Yes, because although it is an online class he made it the least stressful online class I've ever taken. He also ensured that the students learned the material by using the "message boards."
• Somewhat. His online class is very straightforward and it was very great and somewhat easy. Although it is an online class, it does involve going to the school to take tests and its very inconvenient. If it is an online class I believe that everything should be done online, it makes it easier for the students especially if they expected it to be an online class.
• Yes, because his online class is easy to manage if you have a busy schedule.
• Yes, I would. He is a great online teacher. He makes everything clear and I felt that even though it was online, I was able to keep up with everything. I had time to work on this class and my other online classes as well. The message boards and smartwork homework are all clearly stated on how to do it.
• Yes, his course is very informative and useful for all areas of life. His course is very organized and clear, and provides a great atmosphere for learning.
• Yes. He is very easy going and easy to talk to. Patient too, I would say. His class is also enjoyable.
• yes, he is one of the nicest teachers I have ever come across. And also conveys information in a way that we can all relate to and remember.
• Yes, easy to learn from someone who is very knowledgable
- Yeah, I would. He's quite an interesting person and he explains things in a way that makes things easier to understand.
- Yes. Overall, he was a good teacher and the class was very interesting.
- Yes! I learned quite a bit from the class, and it was always a lively fun discussion to help us understand the concepts.
- Yes. The material is very fascinating and he likes to ensure that students grasp the material being covered.
- Yes, I would recommend him to other students -- I felt that he was very helpful and a lot of the things we learned in class were interesting and I could easily understand when he was explaining because he made it relate to our lives and what we go through.
- I would recommend Professor Gross to students because unlike other instructors that I've had, he actually uses Connect as a learning tool, which is a good approach for students who are struggling with the material. There's a lot of questions pertaining to each chapter, so doing them before a quiz/exam is very helpful. He also has quizzes at the end of each section and a study guide for the midterm/final. I think that by having a quiz for each chapter, students learn more familiar with the material. Plus the class presentation is 20% of our grade. I'm sure many students can benefit from taking his class!
- I would definitely recommend Professor Gross to other students because he knows the topic extremely well and really show that he cares for his students to be engaged in the class as well as their grades.
- Yes because he makes the class easy to understand and makes a fun learning environment. On top of that, you get to do hands on activity related to topics discussed in class. The tests are also not hard because what he gives on the study guide is exactly what's on the test.
- Yes, Prof. Gross really made it fun to come to class and learn about what makes us tick form a psychological standpoint.
- YES, HE IS A GREAT TEACHER. IF YOU WORK HARD ENOUGH, YOU'LL GET AN EASY A... BUT YOU DON'T HAVE TO WORK VERY, VERY HARD, UNLIKE ANY OTHER CLASS...
- Absolutely! He is an awesome professor and knows his job well, shows a lot of interesting videos in class and the book he choose is not huge and manageable to read

Hybrid:
- Yes. He's clear, knowledgeable on the subject, and teaches the class in an engaging and entertaining way.
- Yes, the class, especially once a week on the weekend, made me feel like I did better. And he makes the class fun.
- Absolutely! I would highly recommend Professor Gross to other students. I would take another class from him if I could. Professor Gross is one of those rare teachers that can successfully teach in a way that gets the whole class excited and interested in the material.
- Yes, I would recommend Philippe Gross to students because the class was fun and made me think more about the world we live in. There are so many topics in psychology and this class covers a lot of it.
• YES! I love your positive energy! I like the way you communicate...so efficient! I like the examples you use in class to explain each perspective. You just made Psychology for interesting for me. I might want to Minor in this field! mahalo!
• Yes
• Definitely yes. I think his class was more likely a gathering where we share our thoughts and discuss in group after we all finished readings and assignments on our own. This was really helpful. We can have our own pace to read our textbook, but we all are prepared for a discussion in class, and therefore while we discuss, everyone knows what each other is talking about, instead of getting every kinds of input that we don't really understand.
• yes i will! the class was so interesting
• Absolutely. He's one of the best teachers I've ever had. I learned a lot in his class.
• YES! Because he is a great teacher. I have earned so much in this class. He makes the class very enjoyable and most things are practical so thats great for kinesthetic learners.
• Yes I would recommend him to other students because I feel that he cares about his students and does not want them to fail.
• Yes, Professor Gross knows this subject very well and is a great instructor. You will learn and have fun doing it.
• Yes - for all of the reasons stated above and because he is nice.

17. What else would you like to say about this instructor?
Spring 2014 (CRN 34872, 34874, 34895)

• none
• He is an overall great professor! He shows that he cares for his students and their progress. He communicates the lessons and assignments well.
• It was fun taking your online class this semester.
• I enjoyed this online class!
• He's awesome.
• A really cool and fun teacher!!
• Made coming to class very enjoyable.
• Thanks for a smooth year
• He is a great teacher and I'm not the best student I don't get the best grades and a lot of classes I don't find interesting but your class I actually felt like I learned a lot even though my scores aren't the highest I feel that there were a lot of things I found very interesting and enjoyed your class very much. Don't take it to personally if some students get bad scores a lot of the time it's not because of your teaching it's just because we aren't good with tests but for me I didn't get high scores but I still found the class overall one of the more interesting classes I've taken at kcc.
• He makes learning fun, provides a positive atmosphere and encourages everyone to participate in class. Class is never boring with his sense of humor!
• I'm a business major so psychology isn't really that appealing to me. However, he makes it interesting with all the sample videos we watch in class.

Appendix 2a.8
• HE IS AMAZING.. I LIKE HIS ATTITUDE AND HIS SENSE OF HUMOR

Hybrid:
• Thank you!
• He's nice, fun, understanding, and shows concern for his students. He made the class feel like a united group.
• To be completely honest, I was initially dreading taking this Psych 100 course....this was until I met Professor Gross. I was completely blown away by Professor Gross' course and looked forward to his lectures every week. I have a B.S. in Biology and have taken many many different courses from all kinds of professors throughout my education, and Professor Gross is one of the greatest instructors I have had the pleasure of meeting and learning from. I feel very lucky to have had him as an instructor.
• Nothing. He's a good teacher.
• Mahalo for showing your aloha to our class. You truly match teaching here in Hawaii! Your style is truly reflects the ALOHA spirit. Mahalo for teaching me...a local girl that is only finding out who I am in this world at the age 37. It is never too late! The tool of meditation has truly got me on the right start as I continue my journey...heading to the field of social work!
• He's an inspiring instructor!
• As a teacher, he is really doing a great job. I mean, we all feel like we've learned so much stuff in this class, and we didn't realize that it just ended.
• thank you for teaching.
• He's an amazing educator.
• Thank you very much for a great 8 weeks! This was by far my favorite class and I am sad that it is coming to an end! All the best with the rest of the semester! Thank you for being a GREAT teacher! Thanks.
• I thought that he was not going to be a good teacher and that he was going to be boring, but by the second week of class my thoughts were changed almost instantly.
• Professor Gross is a great teacher not only as an instructor but also as a peer too. He really allowed us to learn about are subject and connect it to our lives as well and how we can better our lives or understand ourselves better. If I could take another one of his classes again I would.
• Psych 100 is a required class for many students and it was a pleasure to take it from Philippe Gross. He made a point to remember everyone's name, he kept the class moving at a quick pace, was engaging, prompt, and has a great accent!

18. Other comments:
Spring 2014 (CRN 34872, 34874, 34895)

• None
• Thank you for a wonderful semester!
• Great job! ❀???
Appendix 2b. eCafe Qualitative Data

Open Ended Questions: PSY 260

13. What are the instructor's major strengths as a teacher?

PSY 260—Spring 2014 (CRN 34896)

- he was passionate about the subject and he was very knowledgeable about the psychology of personality.
- he is kind, outgoing, open-minded and really care about all students. his class is funny and interesting. his activity really help students understand class well.
- Dr. Gross knows very well about his own field and is an experienced teacher.
- Philep is truly competent and compassionate in his area of study. He knows his Sh*t! I Love his style of teaching. He is extremely full of energy and made us of every minute of class. I am surprise that he said he is an introvert...He carries himself well in class as he lectures and he seems so outgoing. I understand it was an accelerated course and I feel he did his best to touch on every area of personality growth.
- As indicated in above responses. He is organized, knowledgable, available, caring, and fair.
- His major strengths as a teacher are his teaching philosophy and his knowledge and experience in the field of Psychology.
- He is very energetic and passionate about the subject. I'm sure I'm not the only student who fed off of that.
- His passion, knowledge and genuine care for his students.
- He is very funny and knows how to make the class interesting.
- Professor Gross knows the subject very well and presents the material in a very clear and engaging manner.
- Psych 260 is just such an amazing class. The learning environment is great and everyone gets along well. We've learned so much from Professor Gross over these past 8 weeks, and it's nice learning about different topics that we can apply to the real world. He is a great teacher of this subject. Always has interesting videos to make the material easier to connect to, and makes sure we understand the readings and work.
- His enthusiasm and knowledge of the material.
- His enthusiasm with how he conducts his lectures, and his passion for psychology.
14. What changes, if any, do you suggest to the instructor?

*PSY 260–Spring 2014 (CRN 34896)*

- none.
- not everybody like circle class. some people who are shame will feel tire and no focus during lession. well, i like you stay in front of us and give a passion speech. it is hard to focus your speech for a long time.
- Again it is an accelerated course and it was an amazing class! I think this should be offered for the full semester. The students will love it! They will learn so much about themselves.
- none
- None
- none
- None at all! GREAT class!
- Maybe starting the course a week earlier and breaking for Spring Break. Also, I felt that some of the quiz questions were a bit tricky.

15. How did the instructor show concern for students?

*PSY 260–Spring 2014 (CRN 34896)*

- He would ask us what seemed confusing in our reading and then he would go over it in class. He also gave us an extension on a missed assignments.
- email back so fast and patient
- Dr. Gross is accessible out of class. He also cares about everybody very well.
- He did an excellent job in communicating with us via email and always offered us to visit him during office hours as needed. He made time to listen to us when we had to face some repressed memories that came up as we read the chapters.
- By being available to answer questions and being flexible if needed.
- He always answers our questions during or after class.
- Individual communication.
- Professor Gross makes sure students understand the material, makes himself available for any questions, listens and addresses arising issues with understanding.
- In the beginning of every class, we are asked to pick one thing we loved and one thing that confused us about the readings/homework. After he goes around the class and makes the list, he starts the lectures and makes sure to cover everything that we were lost on as well as the lesson plan he already had. I think this is absolutely great to do because then we all have a voice and can share each others interests or confusions.
- I liked how he checked in with students (to see how we are handling the material) and assuaged our worries before the mid-term.
- He is always open to the opinions of his students to better his lecture or class activity.
16. Would you recommend this instructor to students? Why or why not?

PSY 260—Spring 2014 (CRN 34896)

- yes! he's a great and funny teacher and I learned a lot from him.
- yes, he is a greatest teacher who create a good lessson for you to study something new.
- Definitely yes. Dr. Gross guides his students to think rather than tells students what to think. In sense, I consider him to be a great teacher who teaches students to think critically, which is an important skill every student needs.
- I would recommend Philippe because he lives what he teaches. He is so passionate about Psychology. He is patient, kind, and his french accent was what kept my friend and I in tune. LOL Bottom line he is real and was able to share some of his life experiences. He was bold! Very professional.
- Absolutely.
- Yes, I would recommend him to students!
- Yes, he know's the subject well and class is never boring.
- Yes, he makes learning enjoyable.
- I very much recommend Professor Gross to students, he is a great teacher.
- I will definitely recommend this class and Professor Gross to everyone I can, just because I had such a great experience with the subject and felt like I actually learned life-applicable material.
- Yes, I would recommend anyone interested in Personality Psychology to take his class.
- Yes, he will make class worthwhile and fun.

17. What else would you like to say about this instructor?

PSY 260—Spring 2014 (CRN 34896)

- thanks a lot ,sir. you help me and encourage me in many times. I really appreciate and want to be succeed like you
- Dr. Gross is very easy going and humorous as a teacher. He makes his class enjoyable while conveying great information to students.
- I liked how you asked the class about what we read and asked us for our feedback. You expanding in lecture the topics that were unclear helped me understand the concepts in book. He can keep the class focussed. We were Class 12-245PM and I did not feel sleepy at all. Most of us wanted to stay till 3pm because we were all engaged in topic.
- Ichiban.
- I think he is a nice instructor!
- He is a genius?
I think the format of the class was very productive for students learning, and
Professor Gross enhanced it with engaging activities that made a class fun as well
as brain stimulating.
Please teach more psychology classes! I will try to take more classes with you!
I liked the in-class activities and working in groups in class.
He is a very happy go-lucky person.

18. Other comments:

PSY 260–Spring 2014 (CRN 34896)

• great class! I enjoyed it.
• it is a long classs and your speech are totally denpend on what student confuse
  and exciting. is it good enough? well, it is a great way worth trying. your class is a
  nig challage for me and I learned what is automatic study. i know you want me to
  figure out what problem i have instead of telling me directly. i can not dependent
  on you.
• Thank you very much for teaching with compassion and for being yourself!
  Thank you for helping me find my true self! I actually like the real me!
• Mahalo for a great semester! :) 
• Overall, a good accelerated course.
Introduction to Psychology

PSY100 (CRN 34895)

8-week course on Saturday from Noon to 2:45pm
Instructor: Philippe L. Gross Ph.D.

Best of two worlds:
- Watch lectures and videos online at home.
- Come to class to discuss, explore, and grow.

Discover the fascinating world of psychology
Topics include:
- Dreams
- Hypnosis
- Personality
- Creativity
- Intelligence
- Memory
- Sex
- Sensation and Perception
- Stress
- Learning
- Brain functions
- Attitudes
- Mental illness
- Therapy
- Happiness
- Motivation
- Stereotypes
- Drugs
- Meditation
Spring 2014 Accelerated Hybrid Course  March 15–May 10

Psychology of Personality
PSY260 (CRN 34896)

8-week course on Saturday from Noon to 2:45pm
Instructor: Philippe L. Gross Ph.D.

Best of two worlds:
- Watch lectures and videos online at home.
- Come to class to discuss, explore, and grow.

"Dreams are often most profound when they seem the most crazy."
—Sigmund Freud

"To study the self is to forget the self. To forget the self is to be actualized by myriad things."
—Dogen

"Everything that irritates us about others can lead us to an understanding of ourselves."
—Carl Jung

Some of the reasons for taking this course:
- Understanding myself and others better.
- Knowing who I am and what are my potentials.
- Understanding how personality develops and if people can change.
Laulima Course Site Home Page
This is the first page students see when they go to the course site. It presents an outline of the schedule with questions to guide their engagement with course materials for the week. Each date that is underlined in the image below, is a hyperlink that opens the detailed lesson plan for the week.

Psychology 260 Psychology of Personality
Instructor: Philippe L. Gross, Ph.D.

Psy 260 Section 34896 Spring 2014
This is the weekly schedule of topics, readings, and activities. The readings and online activities MUST be completed BEFORE the class meetings. Class meets on Saturday, Noon to 2:45pm, Ohana 208

Click on the dates below to access the activities for each week.

Your success in this course is very important to me and that success is ensured by following these plans carefully and in a timely fashion. As soon as you have any questions or concerns about activities or instructions, please contact me.

1. March 15, Introduction to Personality and Freudian Psychoanalysis (introduction and Freud), Chapter 1.
2. March 22, Analytic Psychology and Individual Psychology (Jung and Adler), Chapters 2 and 3.
3. March 29, Humanistic Psychoanalysis and Feminist Approaches (Horney and Humanistic Psychoanalysis), Chapters 4 and 5.
5. April 12, Radical Behaviorism, Cognitive Psychology, and Personal Construct Theory (Skinner, Bandura, Beck, Kelly), Chapters 8, 9 and 10.
6. April 19, Humanistic Psychology and The Person-Centered Perspective, Chapter 11.
7. April 26, Transpersonal Psychology, Chapter 12.
9. May 10, Final Exam

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Detailed Weekly Lesson Plan
This page presents detailed instructions and links to activities for the week. These activities may include readings, videos, and tests. These pages helped students stay on track and facilitated navigation through the course website with links to other components such as tests, syllabus, and external websites. Below are select lesson plan pages.

Week One: Introduction to Personality and Freudian Psychoanalysis

Class meets in person on Saturday, March 15, noon to 2:45pm, Orona 208

1. Read the Course Syllabus carefully so that you have a clear understanding of the nature of this course.

2. Purchase the Course Textbook. Frager, R. & Fadiman J. (2012). Personality and Personal Growth (7th ed.). Upper Saddle River, NJ: Prentice Hall as soon as possible so that you can complete the readings and online activities BEFORE the first class meeting on March 15. The book can be purchased at the KCC Bookstore or at Amazon.com.

3. Read Chapter 1 of the Textbook, pages 1 to 51 BEFORE the class on March 15.

4. Watch the video Sigmund Freud - Full Biography (42min 34sec).

5. Do Activity for Chapter 1, "Regressive Behaviors" (p. 32). Answer the question and reflect on your answer. Bring your response to class on March 15.

6. Complete the Student Information Survey so that I can obtain some basic information about you that will help me understand your educational needs.

7. Complete the test for Chapter 1 in the Tests Section of our class website by 11:59pm on March 15.

8. Complete the test for the video on Sigmund Freud in the Tests Section of our class website by 11:59pm on March 15.

Every thought you produce, anything you say, any action you do, it bears your signature.
—Thich Nhat Hanh
Week Four: The Life Cycle and The Psychology of Consciousness

Class meets in person on Saturday, April 6, noon to 2:45pm, Clonl 208

1. Read Chapters 6 and 7 of the Textbook, pages 151-214 BEFORE the class on April 5.
2. Watch the video Erik H. Erikson: A Life's Work (38 min). This link may require you to log in with your UH ID and password before the video is displayed.
3. Watch the video The Psychology of Possibility (40 min). This link may require you to log in with your UH ID and password before the video is displayed.
4. Do the Activity for Chapter 6, "Identity" (p.167). Answer questions 1-6 and bring them to class on April 5.
5. Do the Activity for Chapter 7, "A Useless Task" (p. 191). It only takes 5 minutes so please do it. And then write what you learned from doing it. Bring your reflection to class on April 5.
6. Complete the Tests for the videos and the chapters in the Tests Section of our class website by 11:59pm on April 5.

Childhood is like being drunk.

Everyone remembers what you did, except you.

Week Five: Radical Behaviorism, Cognitive Psychology, and Personal Construct Theory

Class meets in person on Saturday, April 12, noon to 2:45pm, Clonl 208

1. Read Chapters 8, 9, & 10 of the Textbook, pages 215-271 BEFORE the class on April 12.
2. Watch the video B.F. Skinner: A Fresh Appraisal (40 min). This link may require you to log in with your UH ID and password before the video is displayed.
3. Watch the video Amy Cuddy: Your body language shapes who you are (21 min). Click on this icon 🎥 to start the video.
4. Do the Activity for Chapter 9, "Patterns of Negative Thinking" (p. 249). Write your summary and include a reflection on the cognitive perspective on personality. Bring your summary to class on April 12.
5. Complete the Tests for the videos and the chapters in the Tests Section of our class website by 11:59pm on April 12.
Orientation to the Course and Laurima Site
Since this course is offered using a novel approach, i.e., flipped/hybrid with compressed schedule, students received an online orientation to the course. This document was made available to students prior to the start of the semester and was added to the class website for easy reference. Topics covered in this orientation include:

- What is a flipped classroom?
- Laurima Tutorials
- How the class website is organized and how to navigate it
- McGraw-Hill Connect Site information

Orientation to Our Class and Course Website
Class Format
This is an accelerated 8-week section which allows you to complete this course in half the time of a traditional class. This PSY 260 class section (CRN 34896) is conducted on the internet and at the Kapiolani Community College campus on Saturday. This is a hybrid course that flipped the conventional classroom, utilizing lectures and video on the internet and face-to-face time for engaging mini-lectures and hands-on activities. Students should have regular and reliable access to the internet and email, and also be able to attend the scheduled class meeting time.

What is a Flipped Classroom?
This is a hybrid course that flipped the conventional classroom, utilizing lectures and video on the internet and face-to-face time for engaging mini-lectures and hands-on activities. Watch this video that shows you what you can expect from our class.

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Laulima Course Website

Our primary course website will be on the Laulima (Sealoi) Course Management System which is the primary online system for the University of Hawai‘i for most classroom activities. If you have not used Laulima before, you MUST go through the tutorials - links to tutorials for the tools we will use in this class are provided in the sidebar on the right side of this page.

Things That All Laulima Users Should Know

UH ITS, the office that maintains the Laulima system, provides this document that all students should read. It covers operations of the system, set up and how to get assistance.

Laulima Course Home Page

The image below shows the general layout of the course home page.

The main menu is on the left side of the screen, but that is a secondary means of navigating through the instructional activities.

The primary means of navigation will be the Home Page which contains links to detailed lesson plans for each week of our semester.

Laulima Tests

We will be using the Tasks, Tests, and Surveys tool to complete course tests. KCC Professor Susan Jaworowski created this YouTube video showing her students how to use this tool. This video was made for her class, not my PSY 260 class, but the tool works the same way. Please review this tutorial if you have never used the Tasks, Tests, and Surveys Tool before.
Discussion Board

Most discussions about course content will occur in the Saturday classes. We will use the online Discussion Board as a space to ask questions and get assistance on technical issues related to the class. Every weekday, except for holidays, technical support personnel from KCC's Center for Excellence in Learning, Teaching and Technology will check this space for any questions posed by students in this class.

KCC Professor Susan Jastrowksi created this YouTube video showing her students how to use the Discussion and Private Messages Tool. This video was made for her class, not my PSY 260 class, but the tool works the same way. Please review this tutorial if you have never used the Discussion and Private Messages Tool before.

The Discussion and Private Messages Tool has a feature that displays your profile photo beside any of the messages you post. If you would like to create a profile photo of yourself, instructions are available in this tutorial.

Adding your image to Discussion and Private Messages

If you are not comfortable sharing a photo of yourself, a tasteful photo of something else such as a family pet, a favorite landscape, or a favorite flower, can be used.

Below is a screen shot of the Discussion Board.
Welcome Announcement

Students are introduced to the class via this announcement that explains the format of the class, the meeting dates and location, etc., and provides links to the Syllabus and Orientation documents.

Announcement

Subject: Welcome to PSY 240!
Saved By: Philippe Gross
Date: Mar 8, 2014 9:58 pm
Groups: site

Message

You are receiving this message because you have registered for PSY 240 CRN 24896, Spring 2014. I am looking forward to having you in this class! In this message, I will clarify a few things about the course before we get the semester underway.

Class Format:
This is an accelerated 8-week section (plus final week) which allows you to complete this course in half the time of a traditional class. This class is conducted on the Internet and at the Kapi'olani Community College campus on Saturday.

This is a hybrid course that flipped the conventional classroom, utilizing lectures and video on the Internet and face-to-face time for engaging mini-lectures and hands-on activities. You should have regular and reliable access to the Internet and email, and also be able to attend the Saturday afternoon meeting time.

Class Sessions:
Course Date: March 15 to May 10, 2014
Meeting Day: Saturdays
Location: Okana 208
Times: Noon to 2:45 pm

Syllabus:
The syllabus is available at [http://faculty.kcc.hawaii.edu/PGross/PSY240/Syllabus/index.html](http://faculty.kcc.hawaii.edu/PGross/PSY240/Syllabus/index.html). Please review it very carefully as soon as possible.

Course Textbook/Connect Plus:
Purchase the course textbook, Frager, R. & Fadiman J. (2012). Personality and Personal Growth (7th ed.). Upper Saddle River, NJ: Prentice Hall, as soon as possible so that you can complete the readings and online activities BEFORE the first class meeting on March 15. The book can be purchased at the KCC Bookstore or at Amazon.com.

Orientation:
Our class website is on Laulima, the UH Learning and Collaboration Server. To help you understand how the class website is organized so you can enjoy the class with minimal stress, I have provided a brief Orientation Reading with screen shots. Please review it very carefully.

The syllabus and orientation are REQUIRED readings.
I am looking forward to a great Spring 2014 semester with you!

If you have any questions or concerns, please email me at grossph@hawaii.edu and put "PSY 240 Hybrid" in the subject line.
Technical Support Discussion Board Forum

This project was executed with support from Kapi'olani Community College's Center for Excellence in Learning, Teaching and Technology (CELT). A Technical Support Forum was added to the course discussion board and monitored by a CELTT student employee. The student was provided a complimentary account by McGraw-Hill for the Connect site and assisted students with a variety of technical aspects of the class.

Discussion List

Main

1. Technical Support Forum
   This space is for questions and information sharing about TECHNICAL issues related to the class, e.g., website or computer problems.

2. Questions
   Do you have any questions about something in this course? Use this forum to ask. Contribute a reply!

3. Student Lounge
   Use this forum for other questions/topics to discuss amongst yourselves.

The CELTT Coordinator posted this message to introduce the students to Sam Gentry, the dedicated tech support staffer for this class.

Message

Subject: Meet Sam Gentry, our technical support person for this class!

As Technology Director for Kapi'olani Community College, it is my privilege to host interns from KCC's Information Technology Program. Last semester, one of those interns was Sam Gentry. I was so impressed with his communication skills, service-oriented and friendly personality, and technology expertise, that I hired him as a student assistant in the Center for Excellence in Learning, Teaching and Technology at KCC.

One of Sam's duties this semester is to provide support to select online faculty and their students, including all of you who are enrolled in my class.

Sam can provide assistance through email, Skype, telephone, and in person. He works in the Naio building, in room 203, Monday through Friday, 8am to noon, except for holidays. He is on the class roster as a Teaching Assistant, so you can send him a Private Message in our Laulima site. You can also post a question on our Discussion Board, in the Technical Support Forum. He checks that forum every day he is on duty.

Here is some information about Sam:

Samuel Gentry has completed his 2 year IT program in Kapi'olani Community College and is now in his first year at the University of Hawaii in West O'ahu. Having lived in Texas for much of his life, Samuel moved to Hawaii in 2007 to experience living in paradise. Now residing in Waimanalo where he enjoys the quiet country side, Samuel works part time in Castle Medical Center as a Radiological Assistant on weekends.

When Samuel isn't working or studying, he enjoys using technology tools to further advance and simplify his work and school life and to share that technology with other people. By being a TA for this course, Samuel hopes to be a good resource and assistant for everyone and is eager to learn and experience many new things this semester.

Please feel free to use this special tech support service!
Peer Evaluation of Hybrid (Flipped) Class

**COURSE:** PSY 100 CRN 34895

**SEMESTER:** Spring 2014, January 18–March 8, Saturday meetings Noon to 2:45pm. The online course site was reviewed several times during the 8-week course. Observations of the face-to-face classes occurred on January 18, February 1 and 8, and March 1.

**INSTRUCTOR:** Dr. Philippe L. Gross, probationary

**EVALUATOR:** Mary Therese P. Hattori, Associate Professor of Information Technology, Coordinator of the Center for Excellence in Learning, Teaching and Technology; 8 years of online teaching; 18 years of higher education teaching experience.

This hybrid course is based on the instructional model of the Flipped Classroom in which both the face-to-face and online environments are essential. Therefore, this assessment addresses all areas of evaluation listed in the Peer Evaluation Form which is used for face-to-face classes (Attachment A) as well as the Peer Evaluation Form for Online Classes (Attachment B). The combination of elements from both forms permits a comprehensive and holistic evaluation of this innovative approach to teaching and learning. This evaluation is organized into two sections: (1) Preparation & Organization/Online Classroom and (2) Classroom Performance.

### A. Preparation and Organization

**Suggested areas of evaluation:**

1. **Course Syllabus**
   - Objectives or expected outcomes are clearly stated. Includes instructor email address and other contact information, and any required campus visits or synchronous online meetings.

2. **Course Content**
   - Logical organization & sequencing of course topics and appropriateness to planned outcomes and competencies.

3. **Learning Strategies & Resources**
   - Appropriateness to course content and planned outcomes.

4. **Grading Procedures & Strategies**
   - Clarity, appropriateness, and provision for keeping students informed of their progress.

5. **Student Support**
   - Resources available for student support such as links to available orientation and counseling websites and instructions for accessing the instructor.

6. **Self-Evaluation & Review**
   - Use of feedback from students and peers to review course content, strategies and outcomes as appropriate.

### B. Online Classroom

**Suggested areas of evaluation:**

1. **Effective use of online tools and resources.**

2. **Appropriateness of class activities to the subject matter and course objectives.**

3. **Effectiveness of course activities and content delivery.**

4. **Course layout, organization, and ease of navigation.**

5. **Knowledge of subject matter.**

6. **Student interactions, participation, and involvement in the course as appropriate.**

7. **Instructor interaction with students.**
Part I of II: Preparation and Organization/Online Classroom

Course Syllabus

The syllabus is comprehensive and includes clear statements of student learning outcomes, course tasks and assessment, required and supplemental resources, expectations of students, the instructor's contact information, important course registration dates, and a detailed agenda of class meetings. The syllabus provides descriptive information about the flipped instructional delivery method, indicating what this means for students in terms of activities to complete prior to the weekly meetings and the nature of learning activities to be done in the face-to-face sessions. The syllabus is provided in multiple formats including hardcopy and web pages that can be viewed on mobile devices as well as standard computers, printed easily, and accessed by screen readers. The language of these documents is professional and inviting, with a positive tone of high expectations for students.

The online syllabus has an attractive and professional design that is used in other course documents to provide a consistent look and aid usability. It is aesthetically pleasing and conveys the necessary information without distraction. A screen shot of the first page of the syllabus is shown below.
Course Layout, Organization and Ease of Navigation
The course website is well-organized and easy to navigate. It is customized to present a visually appealing and effective home page to the students, a page that presents them with a weekly list of topics with includes questions to help students focus or prime their thinking about the week's content. A screen shot of the home page is below.
Course Content
The course is well-organized and logically sequenced with connections between activities and outcomes clearly articulated. Content is delivered using multiple media (text, video, lecture, slide shows, etc.) and a variety of learning strategies which are exemplary teaching practices and implementation of principles of universal design for learning. Dr. Gross undoubtedly has a wealth of knowledge in the area of online resources related to the subject. Content in the course website is presented in an organized fashion and is easily viewed through a variety of computers and mobile devices. Videos are of appropriate length so that accessibility issues are minimized without sacrificing coverage of essential concepts.

Class Activities and Content Delivery
A high degree of student engagement is required in a flipped course and meaningful activities must be developed for both the online and face-to-face settings to achieve engagement and learning. Dr. Gross creates many occasions for students to engage with the course content and with others in ways that positively impact learning. Readings are supported by lectures, slide shows, videos, and classroom activities, and followed with appropriate assessment strategies. Students are given numerous chances and diverse ways to acquire and practice new skills, use higher order thinking, generate and receive feedback from peers and instructor, and be active collaborators in the learning process.

A high degree of planning and instructional design is also essential for a successful flipped classroom. Dr. Gross’ expert knowledge of his subject matter aids in the instructional design process and he also demonstrates understanding of effective pedagogy in the way course activities are planned, communicated, and delivered to students.

The instructor provides weekly lesson plans to students which serve the following functions: support student success, convey clear expectations for the face-to-face and web-based activities, and to minimize navigational problems in the online course sites. Everything a student needs to accomplish each week is presented along with links to required readings, videos, supplemental material for students who wish to learn more about a particular topic, the LearnSmart site, technical support sites, and Laulima tutorials. Deadlines for assignments are highlighted on each page and the instructor’s contact information is provided in the footer of each page.
Effective Use of Online Tools and Resources

Dr. Gross made well-considered and intentional decisions about which online tools and resources to utilize. A minimalist and pragmatic approach is most appropriate for a flipped classroom wherein learning is not limited to the course website. This course website avoids unnecessary tools and leverages the best aspects of Laulima to optimize student learning in a flipped course. For example, weekly lessons pages make the Laulima site a one-stop launch pad to other learning spaces and resources so that students do not have to open new web browsers or tabs; they do not even have to type any URLs because links are supplied. Embedded videos also minimize external navigation. The ability to view course material repeatedly and on-demand was very helpful for students, especially those with language or learning challenges. Students expressed appreciation for this freedom to watch videos or do online exercises several times without worrying about missing content — they noted that this is an issue in typical lecture classes.

To help students make the most of the online environment and prepare for this flipped course, the instructor sent an announcement to students, a 'Welcome to PSY 100' message prior to the first day of instruction. The announcement is shown below.

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Announcement
Subject: Welcome to PSY 100!
Saved By: Philippe Gross
Date: Jan 16, 2014 1:23 pm
Groups: site

Message:
You are receiving this message because you have registered for Section 34895 for Spring 2014. I am looking forward to having you in this class! In this message I will clarify a few things about the course before we get the semester under way.

Class Format:
This is an accelerated 8-week section which allows you to complete this course in half the time of a traditional class. This PSY 100 class section (CRN 34895) is conducted on the internet and at the Kapi'olani Community College campus on Saturdays.

This is a hybrid course that flipped the conventional classroom, utilizing lectures and video on the internet and face-to-face time for engaging mini-lectures and hands-on activities. You should have regular and reliable access to the internet and email, and also be able to attend the Saturday afternoon meeting time.

Class Sessions:
Course Date: January 18 to March 8, 2014
Meeting Day: Saturdays
Location: O'Ohana 208
Times: Noon to 2:45pm

Syllabus:
The syllabus is available at [http://faculty.kcc.hawaii.edu/PlGross/PSY100/syllabus/index.html](http://faculty.kcc.hawaii.edu/PlGross/PSY100/syllabus/index.html). Please review it very carefully as soon as possible.

Course Textbook/Connect Plus:
Purchase the Course Textbook and Connect Plus Access Code as soon as possible so that you can complete the readings and online activities BEFORE the first class meeting on January 18. You have several options for purchasing the book and access code:

- You can purchase the Connect ebook with access package for $55.00 (which could be a substitute for purchasing the paper copy) from the McGraw-Hill Connect e-commerce site (see below).
- If you already have a second-hand copy of the book, you can go directly to the connect site to purchase Access for $50.00 (see below).
- Register and/or purchase an access code for Our McGraw-Hill Connect Textbook Site, *Introduction to Psychology Spring 2014* using your UH email address and your name as it appears on your UH registration records. If you have technical difficulties, McGraw-Hill offers excellent technical support via phone, email, or chat. Visit their [help support website](http://www.mhhe.com) for assistance.

Orientation:
Our class website is on Laulima, the UH Learning and Collaboration Server. To help you understand how the class website is organized so you can enjoy the class with minimal stress, I have provided a brief Orientation Reading with screen shots. This reading is available at [https://laulima.hawaii.edu/access/content/group/kkM.34895.201410/Orientation/index.html](https://laulima.hawaii.edu/access/content/group/kkM.34895.201410/Orientation/index.html). Please review it very carefully.

The syllabus and orientation are REQUIRED readings.

I am looking forward to a great Spring 2014 semester with you!

If you have any questions or concerns, please email me at grossphi@hawaii.edu and put "PSY 100 Hybrid" in the subject line.

---

Dr. Gross explored, discussed, and read about flipped classrooms prior to developing this course. He was aware of best practices as well as common problems such as negative student responses to reduced...
face-to-face lectures, lack of enthusiasm about coming to class, and failure to do activities outside of the in-person sessions. It is clear that he effectively mitigated these issues by selecting engaging online content, conducting class activities that expanded on that content, using both intrinsic and extrinsic motivators, and delivering highly informative and meaningful student-centered class activities.

**Learning Strategies & Resources**

Students in this course are encouraged to make use of campus-based and online learning resources; the online syllabus provides hyperlinks for easy access to many of these resources including: KCC Bookstore; course websites – Laulima and LearnSmart (ancillary site for textbook and related material); Laulima tutorials specific to the tools adopted for this course; Brainfuse, the free online tutoring service for UHCC students; and the KCC Library. The page shown below has links to some of these resources.

**LEARNING RESOURCES AND MATERIALS**

**Required Text, Connect Plus and LearnSmart**

The required text is PSYC 106 Psychology 106: Connect Plus and LearnSmart, and you have several options for purchasing the book and access code:

- You can purchase the text and Connect Plus Access Code from the McGraw-Hill bookstore. The ISBN for this combination is 9780077492223 and the cost is $35.00.
- You can purchase the Connect eBook with access package for $30.00 (which could be a substitute for purchasing the paper copy) from the McGraw-Hill Connect e-commerce site (see below). This should be purchased ASAP to do your first week assignments.
- If you already have a second-hand copy of the book, you can go directly to the connect site to purchase Access for $30.00 (see below).

Connect Plus is McGraw-Hill's online homework and assessment platform providing students with access to assignable content such as quizzes, interactive exercises, exams, and McGraw-Hill's adaptive study tool called LearnSmart. LearnSmart is based on the Learning Objectives of each chapter and helps students efficiently flesh out what they already know and focus on reviewing/mastering the concepts they don't know.

**Websites**

- McGraw-Hill Connect Textbook Site, *Introduction to Psychology Spring 2014*
- Laulima, the University of Hawaii Learning & Collaboration Server (Class website)

**Free Online Tutoring**

Brainfuse is an online tutoring service provided free of charge to University of Hawaii Community College students. With Brainfuse you can:

- Receive instant tutoring and interact with a live tutor.
- Submit your writing for any class to the Online Writing Lab.
- Submit a question and receive a reply from a tutor.
- And much more!

Click here for more information and login directions.

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**Grading Procedures & Strategies**

Assessment information is provided using clear language and readable formats. Comprehensive information is supplied for each assignment including time limit, format of the assessment, policies, and associated Student Learning Outcomes. Criteria for success are balanced and transparent. A noteworthy aspect of this course is a rich persistent and authentic assessment scheme with a myriad of means for students to demonstrate achievement of outcomes. Dr. Gross also employs a number of methods for communicating grades and providing feedback to students. In the Assessment section of the syllabus and when discussing assignments in class, the instructor shares helpful tips based on common challenges faced by other students. The syllabus also includes recommendations that students track their own progress, conveying a sense of ownership and responsibility for their learning.

**Student Support**

Student support in this course is exemplary and many resources are presented. Students are invited to make use of campus-based and online learning support services; the online syllabus provides hyperlinks for easy access to many of these resources including: the Student Conduct Code, DSSO counseling, KCC
Bookstore, course websites – Laulima and LearnSmart, Brainfuse, free online tutoring for UHCC students, a website to help students understand and avoid plagiarism, and the KCC Library. The instructor offers multiple ways the students can contact him, including in person, telephone, through the course site and email. There are ample opportunities for student contact beyond class sessions.

Since this course employs a delivery method that may be unfamiliar to students, Dr. Gross provides an Orientation document with text and a brief video describing the flipped classroom, screen shots of the Laulima course website that highlight the tools being used, an explanation of site navigation, and information and screen shot of the ancillary website (LearnSmart). For each Laulima tool that is covered in the Orientation document, there is a brief description of the tool and its purpose, links to text tutorials, and if available, a brief video tutorial is embedded in the page or linked from that page. On the first day of instruction and throughout the class, Dr. Gross gave demonstrations of these online tools. A screenshot of one page of the Orientation document is shown below.

**Self-Evaluation & Review**

The instructor employs a variety of strategies to evaluate his performance, including inquiring with students, discourse with colleagues, reflection, and informal feedback from students. Information received from students and peers guides adjustments to the course or validates specific practices. Each of the four classroom visits I conducted was followed by a meeting to discuss observations, commendations and suggestions for improvement.
Part II of II: Classroom Performance

C. Classroom Performance

Suggested areas of evaluation:
1. Effective use of class time.
2. Appropriateness of class activities to subject matter and course objectives.
3. Effectiveness of teaching techniques.
4. Presentation—delivery, projection, clarity, and precision.
5. Knowledge of subject matter.
7. Students’ interest, involvement, attendance.
8. Effective use of physical setting.

Effective Use of Class Time

Class sessions were held on Saturdays from noon to 2:45pm. Dr. Gross maximized face-to-face time with students, beginning classes promptly, orchestrating the day’s activities from a pre-planned agenda so that the sessions moved smoothly, and alternating activities to maintain student interest and engagement and to address individual learning needs. Given the lengthy sessions, Dr. Gross provided a break at a natural stopping point or mutually agreeable time; he demonstrated sensitivity to the needs of students by asking if they needed a break or alerting them to an upcoming break. These pauses were not overly lengthy and students were prompt in returning to class.

Class time was successfully repurposed from the traditional lecture model to the flipped model that is student-centered and dynamic. Class sessions were effectively re-designed to provide students time for exploring course content, applying new knowledge, challenging old knowledge, transforming their thinking through guided inquiry and discussion, and hands-on individual and small group activities.

Class Activities

Class activities were extremely diverse and all were clearly connected to course topics, content from the online course sites, the textbook readings, and Student Learning Outcomes. Having prepared carefully for this new instructional model, Dr. Gross expertly conducted each session, guiding students through mini-lectures, video clips, written reflection exercises, discussions, experiments, debates, group work, student presentations, and other activities. Students were always verbally oriented to the day’s activities and thus were prepared for and enjoyed this variety. Many rich learning opportunities were presented during the delivery of this course.

Each session began with a brief individual reflection exercise wherein students wrote on a notecard about the muddiest point of the week’s material or an insight gleaned from the material. This activity was very effective in helping students get into the right frame of mind for the class, to reflect on course content, focus their attention, ask questions about course material, and provide feedback to the instructor. After giving students time to reflect and write, Dr. Gross conducted a brief discussion, inviting students to share some reflections. Having written their thoughts, students were not hesitant and were prepared to verbally share what they wrote; the reflection activity served as an effective springboard for rich class discussions. It was evident that they were engaging with the course material prior to class and felt safe and comfortable in Dr. Gross’ class. On February 1st, half of the students
easily volunteered their thoughts and questions. Members of the class were supportive when others spoke, listening intently, nodding heads, verbalizing agreement, and offering helpful and elaborating statements.

**Teaching Techniques, Presentation, Subject Matter Expertise**
The flipped classroom model requires that students work with course content prior to the face-to-face sessions. This enables the instructor to use class time for more active and deeper engagement with course content. Dr. Gross used mini-lectures to present and clarify content and then expertly coached students through inquiry and collaborative learning activities. Having familiarity with course concepts prior to class, students were able to apply this new knowledge, contribute to the learning of their peers, and explore topics critically. The instructor was able to detect errors in thinking and application since class work went beyond superficial understanding to critical analysis and application.

Dr. Gross exhibited subject matter expertise, genuine concern for students’ development and success, and passion for the content throughout the class sessions. He used clear language, multimedia, real-world examples, demonstrations, and interactive exercises to communicate complex ideas effectively. His ability to weave concepts from the LearnSmart exercises, videos, textbook throughout the face-to-face classroom experiences is commendable. It is important that students in flipped classrooms see connections between what they do outside of the classroom and what occurs in the classroom and Dr. Gross articulated those connections effectively, facilitating a high level of student engagement in both learning spaces (online and face-to-face).

**Rapport with Students**
It was obvious that rapport among students and between students and Dr. Gross was excellent. There was an ethos of positivity and support that was notable given the fact that this is a once-a-week course and most students did not know each other prior to this class. Humor was used effectively and appropriately by instructors and students to maintain a positive environment while examining very weighty topics. Students contributed to the learning of their peers — on several occasions, when one student indicated difficulty comprehending a new concept, others offered their own examples and applications of that concept. Dr. Gross responded appropriately to these exchanges, providing validation and clarification. He supported and encouraged this collaborative behavior among students.

There was a sense of community in this class that deepened over the course of the eight week term. Before class, during breaks and after class, students easily engaged in conversations with each other and with Dr. Gross, talking about personal issues and about course topics that sparked interest and passion. Group activities were used often, with intentional mixing of students to help students become acquainted with as many classmates as possible and for intentional skills-based grouping. Roles held by students during those activities were changed to provide students the opportunity to assume different personas, e.g., leader, listener, questioner. By the end of my observations which extended from January to March, personal transformations in several students were evident — shy and withdrawn students exhibited self-confidence in speech and body language, older students who expressed anxiety about being back in school amongst young students were no longer nervous and had assumed the roles of coach and mentor to younger students. The nature of the course content and the instructor’s personality and student-centered focus helped create a very positive learning environment.
Students' Interest, Involvement, Attendance

Students in a flipped class have more responsibility for their learning and this was apparent here. Students were very interested and involved, attendance was excellent. They came to class well-primed to ask questions and discuss the readings, videos, labs, and other online material. They readily contributed answers to questions by Dr. Gross and peers. During class, mobile devices were not present and everyone was on task. Pulse checks were done periodically to solicit student feedback about class activities and to gauge levels of understanding or the need for a break.

Prior to small group activities that might lead to over-sharing of personal information, the instructor established boundaries for the discussions, talking about 'polite disclosure' and other ground rules, mitigating awkwardness or fears that may impede student participation. Class exercises were challenging enough to stimulate student interest and effort, but not overly-challenging to be demoralizing; support for students who were struggling with course content was available from the instructor and from peers.

It was evident that Dr. Gross' students were achieving meaningful learning. In my observations of both face-to-face and online settings, it was clear that these students were developing mental models of course concepts, felt free to test and challenge those models, and were applying the learning to their professional and personal lives. This course is an exemplary model of a flipped class that is grounded in a challenging and supportive student-centered, active learning approach.

Effective Use of Physical Setting

The classroom setting was used effectively throughout the semester. The room is large enough to accommodate rearranging desks for small group activities without feeling cramped. When the air conditioners were malfunctioning, Dr. Gross did what he could to make the environment more comfortable, opening windows and propping the door open. Classroom equipment such as the computer, whiteboard, projector, and speakers were used effectively and appropriately to support student learning.

Evaluator's Comments and Suggestions for Improvement

This is a model flipped class and also exemplifies hallmarks of effective hybrid and online courses. You should share this experience with others, highlighting some of the intentional student-centered and active learning strategies you used. Perhaps a professional development workshop or show and tell through CELTT would be most appropriate and I recommend you share the course site with your colleagues and faculty you mentor. I have no suggestions for improvement. I am inspired by your work here!
Psyc 100 Section 34895 Spring 2014

The information you provide by completing this survey will help me understand you better and adjust my teaching to best suit your needs.

1. Last Name

2. First Name

3. Nickname, if any

4. What is your academic status?
   - Full-time student
   - Part-time student

5. What is your employment status?
   - Employed Full time
   - Employed Part time
   - N/A

6. Do you reside on O'ahu?
   - Yes
   - No

7. What type of operating system will you be using for this course?
   - Mac
   - Windows (PC)
   - Linux
   - Not sure
   - Other

   Other: ________________________________
8. I have participated in online or hybrid courses.
   ○ Yes   ○ No

9. I feel comfortable using a course management system such as Laulima.
   ○ Yes   ○ No

10. I can download and save files from the world wide web (including Laulima).
    ○ Yes   ○ No

11. What are your personal challenges to complete your degree (check all that apply)
    □ Cost (can't afford taking more classes per semester)
    □ Schedule (classes are offered at inconvenient times)
    □ Family responsibilities (raising a child, taking care of a family member in need)

12. How many college credits have you earned at Kapi‘olani Community College?
    ○ 0 credit
    ○ 1-15 credits
    ○ 16-30 credits
    ○ 31-45 credits
    ○ 46 or more credits

13. How many credits did you register for in Spring 2014?
    ○ 1-3 credits
    ○ 4-6 credits
    ○ 7-11 credits
    ○ 12 or more credits
14. Why did you not enroll full-time (12 credits or more)?

☐ Working 20 hours or less
☐ Working more than 20 hours
☐ Caring for a family member (child, spouse, parent, etc.)
☐ Kapi'olani Community College's tuition cost - Could not afford to take more courses
☐ Courses required were not offered at Kapi'olani Community College
☐ Not enough evening courses (after 5:00 p.m.) offered
☐ Not enough afternoon courses (2:00 p.m. - 5:00 p.m.) offered
☐ Not enough morning courses (7:00 a.m. - 11:00 a.m.) offered
☐ Not enough mid-day courses (11:00 a.m. - 2:00 p.m.) offered
☐ Not enough weekend courses (Saturday) offered
☐ Not enough online courses offered
☐ No course meets degree requirements
☐ Courses I'm enrolled in are very challenging
☐ Transportation issues
☐ No other courses needed for job training
☐ Not sure what courses to take for my major
☐ Signed up for the same courses as my friend(s)
☐ English and math courses don't qualify me to take higher level courses
☐ Parent(s) or significant other wanted me to enroll part-time
☐ I enrolled full-time, but dropped courses after the first-day of school
☐ Other (please specify)
15. What factors would have helped you to enroll full-time (12 credits or more) at Kapi'olani Community College?

☐ More free financial aid (scholarships, grants, tuition waivers)
☐ More loans
☐ Child care
☐ On campus employment
☐ More tutoring support
☐ Offer more evening courses (after 5:00 p.m.)
☐ Offer more afternoon courses (2:00 p.m. - 5:00 p.m.)
☐ Offer more morning courses (7:00 a.m. - 11:00 a.m.)
☐ Offer more mid-day courses (11:00 a.m. - 2:00 p.m.)
☐ Offer more weekend courses (Saturday)
☐ Offer more online courses
☐ Advising from a Counselor
☐ Mandatory advising from a Counselor
☐ More courses to train me for my current job
☐ More courses to train me for a better job
☐ More courses available with friends
☐ Being told what courses to register for
☐ Knowing what courses I should take every semester
☐ Other (please specify) [ ]
16. What factors would help you to enroll in 15 credits AND complete all 15 credits at the end of the semester?

☐ More free financial aid (scholarships, grants, tuition waivers)
☐ More loans
☐ Child care
☐ On campus employment
☐ More tutoring support
☐ Offer more evening courses (after 5:00 p.m.)
☐ Offer more afternoon courses (2:00 p.m. - 5:00 p.m.)
☐ Offer more morning courses (7:00 a.m. - 11:00 a.m.)
☐ Offer more mid-day courses (11:00 a.m. - 2:00 p.m.)
☐ Offer more online courses
☐ Offer more weekend courses (Saturday)
☐ Advising from a Counselor
☐ Mandatory advising from a Counselor
☐ More courses to train me for my current job
☐ More courses to train me for a better job
☐ More courses available with friends
☐ Being told what courses to register for
☐ Knowing what courses I should take every semester
☐ Other (please specify) ____________________________

17. I plan on earning a certificate/degree or transferring within

☐ One year
☐ Two years
☐ Three years
☐ Four years
☐ More than four years
☐ Never
18. Which category below includes your age?
   ○ 18-24 years
   ○ 25-34 years
   ○ 35-39 years
   ○ 40-44 years
   ○ 45-49 years
   ○ 50-54 years
   ○ 55-64 years
   ○ 65-69 years
   ○ 70 or older
   ○ Prefer not to say

19. What is your gender?
   ○ Male
   ○ Female
   ○ Prefer not to say

20. What is your ethnic background?
   ○ Hispanic/Latino
   ○ American Indian/Alaskan Native
   ○ Black or African American
   ○ Caucasian or White
   ○ Chinese
   ○ Filipino
   ○ Asian Indian
   ○ Japanese
   ○ Korean
   ○ Laotian
   ○ Other Asian
   ○ Thai
   ○ Vietnamese
   ○ Guamanian or Chamorro
   ○ Native Hawaiian or part-Hawaiian
   ○ Micronesian
   ○ Other Pacific Islander
   ○ Samoan
   ○ Tongan
   ○ Other (Please specify) ___
21. Which program are you currently registered in?
   - Biotech Certificate of Achievement
   - Liberal Arts
   - New Media Arts
   - Science, Technology, Engineering and Mathematics (STEM)
   - Accounting
   - Entrepreneurship
   - Information Technology
   - Marketing
   - Food Service
   - Emergency Medical Technician
   - Mobile Intensive Care Technician
   - Dental Assisting
   - Exercise and Sport Science
   - Massage Therapy
   - Medical Assisting
   - Medical Laboratory Technician
   - Occupational Therapy Assistant
   - Pharmacy Technician
   - Phlebotomy
   - Physical Therapist Assistant
   - Radiologic Technology
   - Respiratory Care Practitioner
   - Adult Residential Care Home Operator
   - Licensed Practical Nurse to Registered Nurse Transition Program
   - Long-Term Care Nurse Aide Training
   - Nursing (Associate in Science Degree)
   - Practical Nursing (PRCN) Program
   - Surgical Technology Program
   - Other (Please specify) 

Submit
4. What is your academic status?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student</td>
<td>14</td>
<td>77.78%</td>
<td>14</td>
<td>77.78%</td>
<td>14</td>
</tr>
<tr>
<td>Part-time student</td>
<td>4</td>
<td>22.22%</td>
<td>18</td>
<td>100.0%</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
<td>18</td>
<td>100%</td>
<td>22</td>
</tr>
</tbody>
</table>

Median: 1.0  Minimum value: 1  Total responses: 18  Maximum value: 2

6. What is your employment status?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed Full time</td>
<td>4</td>
<td>22.22%</td>
<td>4</td>
<td>22.22%</td>
<td>4</td>
</tr>
<tr>
<td>Employed Part time</td>
<td>7</td>
<td>38.89%</td>
<td>11</td>
<td>61.11%</td>
<td>18</td>
</tr>
<tr>
<td>N/A</td>
<td>7</td>
<td>38.89%</td>
<td>18</td>
<td>100.0%</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
<td>18</td>
<td>100%</td>
<td>39</td>
</tr>
</tbody>
</table>

Median: 2.0  Minimum value: 1  Total responses: 18  Maximum value: 3
6. Do you reside on Oʻahu?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>100.0%</td>
<td>18</td>
<td>100.0%</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0%</td>
<td>18</td>
<td>100.0%</td>
<td>18</td>
</tr>
</tbody>
</table>

Median: 1.0  Minimum value: 1  Total responses: 18  Maximum value: 1

7. What type of operating system will you be using for this course?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mac</td>
<td>9</td>
<td>42.86%</td>
<td>9</td>
<td>42.86%</td>
<td>9</td>
</tr>
<tr>
<td>Windows (PC)</td>
<td>12</td>
<td>57.14%</td>
<td>21</td>
<td>100.0%</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0%</td>
<td>21</td>
<td>100.0%</td>
<td>33</td>
</tr>
</tbody>
</table>

Median: 2.0  Minimum value: 1  Total responses: 18  Maximum value: 2

Free text  No answers to report.
8. I have participated in online or hybrid courses.

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14</td>
<td>77.78%</td>
<td>14</td>
<td>77.78%</td>
<td>14</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>22.22%</td>
<td>18</td>
<td>100.0%</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
<td>18</td>
<td>100%</td>
<td>22</td>
</tr>
</tbody>
</table>

Median: 1.0
Minimum value: 1
Total responses: 18
Maximum value: 2

9. I feel comfortable using a course management system such as Laulima.

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>100.0%</td>
<td>18</td>
<td>100.0%</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
<td>18</td>
<td>100%</td>
<td>18</td>
</tr>
</tbody>
</table>

Median: 1.0
Minimum value: 1
Total responses: 18
Maximum value: 1
10. I can download and save files from the world wide web (including Laulima).

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>18</td>
<td>100.0%</td>
<td>18</td>
<td>100.0%</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
<td>18</td>
<td>100%</td>
<td>18</td>
</tr>
</tbody>
</table>

Median: 1.0  Minimum value: 1  Total responses: 18  Maximum value: 1

11. What are your personal challenges to complete your degree (check all that apply)

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cost (can't afford taking more classes per semester)</td>
<td>7</td>
<td>28.0%</td>
<td>7</td>
<td>28.0%</td>
<td>7</td>
</tr>
<tr>
<td>2. Schedule (classes are offered at inconvenient times)</td>
<td>12</td>
<td>48.0%</td>
<td>19</td>
<td>76.0%</td>
<td>31</td>
</tr>
<tr>
<td>3. Family responsibilities (raising a child, taking care of a family member in need)</td>
<td>6</td>
<td>24.0%</td>
<td>25</td>
<td>100.0%</td>
<td>49</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100%</td>
<td>25</td>
<td>100%</td>
<td>49</td>
</tr>
</tbody>
</table>

Median: 2.0  Minimum value: 1  Total responses: 18  Maximum value: 3
12. How many college credits have you earned at Kapi'olani Community College?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 credit</td>
<td>1</td>
<td>5.56%</td>
<td>1</td>
<td>5.56%</td>
<td>1</td>
</tr>
<tr>
<td>1-15 credits</td>
<td>8</td>
<td>44.44%</td>
<td>9</td>
<td>50.0%</td>
<td>17</td>
</tr>
<tr>
<td>16-30 credits</td>
<td>4</td>
<td>22.22%</td>
<td>13</td>
<td>72.22%</td>
<td>29</td>
</tr>
<tr>
<td>31-45 credits</td>
<td>3</td>
<td>16.67%</td>
<td>16</td>
<td>88.89%</td>
<td>41</td>
</tr>
<tr>
<td>46 or more credits</td>
<td>2</td>
<td>11.11%</td>
<td>18</td>
<td>100.0%</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
<td>18</td>
<td>100%</td>
<td>51</td>
</tr>
</tbody>
</table>

Median: 2.5 Minimum value: 1 Total responses: 18 Maximum value: 5

13. How many credits did you register for in Spring 2014?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 credits</td>
<td>2</td>
<td>11.11%</td>
<td>2</td>
<td>11.11%</td>
<td>2</td>
</tr>
<tr>
<td>7-11 credits</td>
<td>2</td>
<td>11.11%</td>
<td>4</td>
<td>22.22%</td>
<td>8</td>
</tr>
<tr>
<td>12 or more credits</td>
<td>14</td>
<td>77.78%</td>
<td>18</td>
<td>100.0%</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
<td>18</td>
<td>100%</td>
<td>64</td>
</tr>
</tbody>
</table>

Median: 4.0 Minimum value: 1 Total responses: 18 Maximum value: 4
### 14. Why did you not enroll full-time (12 credits or more)?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working more than 20 hours</td>
<td>3</td>
<td>25.0%</td>
<td>3</td>
<td>25.0%</td>
<td>6</td>
</tr>
<tr>
<td>Caring for a family member (child, spouse, parent, etc.)</td>
<td>2</td>
<td>16.67%</td>
<td>5</td>
<td>41.67%</td>
<td>12</td>
</tr>
<tr>
<td>Courses required were not offered at Kapi‘olani Community College</td>
<td>1</td>
<td>8.33%</td>
<td>6</td>
<td>50.0%</td>
<td>17</td>
</tr>
<tr>
<td>Not enough evening courses (after 5:00 p.m.) offered</td>
<td>1</td>
<td>8.33%</td>
<td>7</td>
<td>58.33%</td>
<td>23</td>
</tr>
<tr>
<td>Not enough weekend courses (Saturday) offered</td>
<td>2</td>
<td>16.67%</td>
<td>9</td>
<td>75.0%</td>
<td>43</td>
</tr>
<tr>
<td>Not enough online courses offered</td>
<td>1</td>
<td>8.33%</td>
<td>10</td>
<td>83.33%</td>
<td>54</td>
</tr>
<tr>
<td>Courses I’m enrolled in are very challenging</td>
<td>1</td>
<td>8.33%</td>
<td>11</td>
<td>91.67%</td>
<td>67</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>1</td>
<td>8.33%</td>
<td>12</td>
<td>100.0%</td>
<td>88</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100%</td>
<td>12</td>
<td>100.0%</td>
<td>88</td>
</tr>
</tbody>
</table>

Median: 5.5  Minimum value: 2  Total responses: 4  Maximum value: 21

**Multiple choice other field (Other (please specify))**

I'm also enrolled at UH Manoa so I'm technically not a full-time student at any one institution.
15. What factors would have helped you to enroll full-time (12 credits or more) at Kapi'olani Community College?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. More free financial aid (scholarships, grants, tuition waivers)</td>
<td>1</td>
<td>12.5%</td>
<td>1</td>
<td>12.5%</td>
<td>1</td>
</tr>
<tr>
<td>6. Offer more evening courses (after 5:00 p.m.)</td>
<td>1</td>
<td>12.5%</td>
<td>2</td>
<td>25.0%</td>
<td>7</td>
</tr>
<tr>
<td>10. Offer more weekend courses (Saturday)</td>
<td>2</td>
<td>25.0%</td>
<td>4</td>
<td>50.0%</td>
<td>27</td>
</tr>
<tr>
<td>11. Offer more online courses</td>
<td>1</td>
<td>12.5%</td>
<td>5</td>
<td>62.5%</td>
<td>38</td>
</tr>
<tr>
<td>14. More courses to train me for my current job</td>
<td>1</td>
<td>12.5%</td>
<td>6</td>
<td>75.0%</td>
<td>52</td>
</tr>
<tr>
<td>15. More courses to train me for a better job</td>
<td>1</td>
<td>12.5%</td>
<td>7</td>
<td>87.5%</td>
<td>67</td>
</tr>
<tr>
<td>19. Other (please specify)</td>
<td>8</td>
<td>100%</td>
<td>8</td>
<td>100%</td>
<td>86</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100%</td>
<td>8</td>
<td>100%</td>
<td>86</td>
</tr>
</tbody>
</table>

Median: 10.5
Minimum value: 1
Total responses: 4
Maximum value: 19

Multiple choice other field (Other (please specify))

if dental Hygiene program was offered
16. What factors would help you to enroll in 15 credits AND complete all 15 credits at the end of the semester?

- Offer more morning courses (7:00 a.m. - 11:00 a.m.)
- Offer more weekend courses (Saturday)
- More courses to train me for a better job
- Other (please specify)

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Offer more morning courses (7:00 a.m. - 11:00 a.m.)</td>
<td>1</td>
<td>20.0%</td>
<td>1</td>
<td>20.0%</td>
<td>8</td>
</tr>
<tr>
<td>11. Offer more weekend courses (Saturday)</td>
<td>1</td>
<td>20.0%</td>
<td>2</td>
<td>40.0%</td>
<td>19</td>
</tr>
<tr>
<td>15. More courses to train me for a better job</td>
<td>1</td>
<td>20.0%</td>
<td>3</td>
<td>60.0%</td>
<td>34</td>
</tr>
<tr>
<td>19. Other (please specify)</td>
<td>2</td>
<td>40.0%</td>
<td>5</td>
<td>100.0%</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
<td>5</td>
<td>100%</td>
<td>72</td>
</tr>
</tbody>
</table>

Median: 15.0  Minimum value: 8  Total responses: 4  Maximum value: 19

Multiple choice other field (Other (please specify))
I need to work full time
less work

17. I plan on earning a certificate/degree or transferring within

- One year
- Two years
- Three years
- Four years

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One year</td>
<td>7</td>
<td>38.89%</td>
<td>7</td>
<td>38.89%</td>
<td>7</td>
</tr>
<tr>
<td>2. Two years</td>
<td>7</td>
<td>38.89%</td>
<td>14</td>
<td>77.78%</td>
<td>21</td>
</tr>
<tr>
<td>3. Three years</td>
<td>3</td>
<td>16.67%</td>
<td>17</td>
<td>94.44%</td>
<td>30</td>
</tr>
<tr>
<td>4. Four years</td>
<td>1</td>
<td>5.56%</td>
<td>18</td>
<td>100.0%</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
<td>18</td>
<td>100%</td>
<td>34</td>
</tr>
</tbody>
</table>

Median: 2.0  Minimum value: 1  Total responses: 18  Maximum value: 4
18. Which category below includes your age?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 18-24 years</td>
<td>12</td>
<td>66.67%</td>
<td>12</td>
<td>66.67%</td>
<td>12</td>
</tr>
<tr>
<td>2. 25-34 years</td>
<td>2</td>
<td>11.11%</td>
<td>14</td>
<td>77.78%</td>
<td>16</td>
</tr>
<tr>
<td>3. 35-39 years</td>
<td>1</td>
<td>5.56%</td>
<td>15</td>
<td>83.33%</td>
<td>19</td>
</tr>
<tr>
<td>4. 40-44 years</td>
<td>2</td>
<td>11.11%</td>
<td>17</td>
<td>94.44%</td>
<td>27</td>
</tr>
<tr>
<td>5. 45-49 years</td>
<td>1</td>
<td>5.56%</td>
<td>18</td>
<td>100.0%</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
<td>18</td>
<td>100%</td>
<td>32</td>
</tr>
</tbody>
</table>

Median: 1.0  Minimum value: 1  Total responses: 18  Maximum value: 5

19. What is your gender?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>33.33%</td>
<td>6</td>
<td>33.33%</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>66.67%</td>
<td>18</td>
<td>100.0%</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100%</td>
<td>18</td>
<td>100%</td>
<td>30</td>
</tr>
</tbody>
</table>

Median: 2.0  Minimum value: 1  Total responses: 18  Maximum value: 2
20. What is your ethnic background?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hispanic/Latino</td>
<td>1</td>
<td>5.56%</td>
<td>1</td>
<td>5.56%</td>
<td>1</td>
</tr>
<tr>
<td>4. Caucasian or White</td>
<td>6</td>
<td>33.33%</td>
<td>7</td>
<td>38.89%</td>
<td>25</td>
</tr>
<tr>
<td>5. Chinese</td>
<td>2</td>
<td>11.11%</td>
<td>9</td>
<td>50.0%</td>
<td>35</td>
</tr>
<tr>
<td>8. Japanese</td>
<td>5</td>
<td>27.78%</td>
<td>14</td>
<td>77.78%</td>
<td>75</td>
</tr>
<tr>
<td>9. Korean</td>
<td>2</td>
<td>11.11%</td>
<td>16</td>
<td>88.89%</td>
<td>93</td>
</tr>
<tr>
<td>18. Samoan</td>
<td>1</td>
<td>5.56%</td>
<td>17</td>
<td>94.44%</td>
<td>111</td>
</tr>
<tr>
<td>20. Other (Please specify)</td>
<td>1</td>
<td>5.56%</td>
<td>18</td>
<td>100.0%</td>
<td>131</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100%</strong></td>
<td><strong>18</strong></td>
<td><strong>100%</strong></td>
<td><strong>131</strong></td>
</tr>
</tbody>
</table>

Median: 6.5  Minimum value: 1  Total responses: 18  Maximum value: 20

Multiple choice other field (Other (Please specify))
Maori

21. Which program are you currently registered in?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Liberal Arts</td>
<td>13</td>
<td>72.22%</td>
<td>13</td>
<td>72.22%</td>
<td>26</td>
</tr>
<tr>
<td>4. Science, Technology, Engineering and Mathematics (STEM)</td>
<td>1</td>
<td>5.56%</td>
<td>14</td>
<td>77.78%</td>
<td>30</td>
</tr>
<tr>
<td>5. Accounting</td>
<td>1</td>
<td>5.56%</td>
<td>15</td>
<td>83.33%</td>
<td>35</td>
</tr>
<tr>
<td>7. Information Technology</td>
<td>1</td>
<td>5.56%</td>
<td>16</td>
<td>88.89%</td>
<td>42</td>
</tr>
<tr>
<td>9. Food Service</td>
<td>1</td>
<td>5.56%</td>
<td>17</td>
<td>94.44%</td>
<td>51</td>
</tr>
<tr>
<td>29. Other (Please specify)</td>
<td>1</td>
<td>5.56%</td>
<td>18</td>
<td>100.0%</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100%</strong></td>
<td><strong>18</strong></td>
<td><strong>100%</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

Median: 2.0  Minimum value: 2  Total responses: 18  Maximum value: 29

Multiple choice other field (Other (Please specify))
No answers to report.
3. Nickname, if any

---

4. What is your academic status?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Full-time student</td>
<td>10</td>
<td>47.62%</td>
<td>10</td>
<td>47.62%</td>
<td>10</td>
</tr>
<tr>
<td>2. Part-time student</td>
<td>11</td>
<td>52.38%</td>
<td>21</td>
<td>100.0%</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>32</td>
</tr>
</tbody>
</table>

Median: 2.0
Minimum value: 1
Total responses: 21
Maximum value: 2
5. What is your employment status?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employed Full time</td>
<td>7</td>
<td>33.33%</td>
<td>7</td>
<td>33.33%</td>
<td>7</td>
</tr>
<tr>
<td>2. Employed Part time</td>
<td>10</td>
<td>47.62%</td>
<td>17</td>
<td>80.95%</td>
<td>27</td>
</tr>
<tr>
<td>3. N/A</td>
<td>4</td>
<td>19.05%</td>
<td>21</td>
<td>100.0%</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>39</td>
</tr>
</tbody>
</table>

Median: 2.0
Minimum value: 1
Total responses: 21
Maximum value: 3

6. Do you reside on Oʻahu?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>21</td>
<td>100.0%</td>
<td>21</td>
<td>100.0%</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>21</td>
</tr>
</tbody>
</table>

Median: 1.0
Minimum value: 1
Total responses: 21
Maximum value: 1
7. What type of operating system will you be using for this course?

- **Mac**: 8 (34.76%)  
- **Windows (PC)**: 15 (65.22%)

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mac</td>
<td>8</td>
<td>34.76%</td>
<td>8</td>
<td>34.76%</td>
<td>8</td>
</tr>
<tr>
<td>2. Windows (PC)</td>
<td>15</td>
<td>65.22%</td>
<td>23</td>
<td>100.0%</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
<td>23</td>
<td>100%</td>
<td>38</td>
</tr>
</tbody>
</table>

Median: 2.0  
Minimum value: 1  
Total responses: 21  
Maximum value: 2

**Free text**

No answers to report.

8. I have participated in online or hybrid courses.

- **Yes**: 20 (95.24%)  
- **No**: 1 (4.76%)

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>20</td>
<td>95.24%</td>
<td>20</td>
<td>95.24%</td>
<td>20</td>
</tr>
<tr>
<td>2. No</td>
<td>1</td>
<td>4.76%</td>
<td>21</td>
<td>100.0%</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>22</td>
</tr>
</tbody>
</table>

Median: 1.0  
Minimum value: 1  
Total responses: 21  
Maximum value: 2
9. I feel comfortable using a course management system such as Laulima.

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>21</td>
<td>100.0%</td>
<td>21</td>
<td>100.0%</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>21</td>
</tr>
</tbody>
</table>

Median: 1.0  Minimum value: 1  Total responses: 21  Maximum value: 1

10. I can download and save files from the world wide web (including Laulima).

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>21</td>
<td>100.0%</td>
<td>21</td>
<td>100.0%</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>21</td>
</tr>
</tbody>
</table>

Median: 1.0  Minimum value: 1  Total responses: 21  Maximum value: 1
11. What are your personal challenges to complete your degree (check all that apply)

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cost (can't afford taking more classes per semester)</td>
<td>13</td>
<td>36.11%</td>
<td>13</td>
<td>36.11%</td>
<td>13</td>
</tr>
<tr>
<td>2. Schedule (classes are offered at inconvenient times)</td>
<td>13</td>
<td>36.11%</td>
<td>26</td>
<td>72.22%</td>
<td>39</td>
</tr>
<tr>
<td>3. Family responsibilities (raising a child, taking care of a family member in need)</td>
<td>10</td>
<td>27.78%</td>
<td>36</td>
<td>100.0%</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100%</td>
<td>36</td>
<td>100%</td>
<td>69</td>
</tr>
</tbody>
</table>

Median: 2.0  Minimum value: 1  Total responses: 21  Maximum value: 3

12. How many college credits have you earned at Kapi'olani Community College?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15 credits</td>
<td>5</td>
<td>23.81%</td>
<td>5</td>
<td>23.81%</td>
<td>10</td>
</tr>
<tr>
<td>16-30 credits</td>
<td>8</td>
<td>38.1%</td>
<td>13</td>
<td>61.9%</td>
<td>34</td>
</tr>
<tr>
<td>31-45 credits</td>
<td>1</td>
<td>4.76%</td>
<td>14</td>
<td>66.67%</td>
<td>38</td>
</tr>
<tr>
<td>46 or more credits</td>
<td>7</td>
<td>33.33%</td>
<td>21</td>
<td>100.0%</td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>73</td>
</tr>
</tbody>
</table>

Median: 3.0  Minimum value: 2  Total responses: 21  Maximum value: 5
13. How many credits did you register for in Spring 2014?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1-3 credits</td>
<td>3</td>
<td>14.29%</td>
<td>3</td>
<td>14.29%</td>
<td>3</td>
</tr>
<tr>
<td>2. 4-6 credits</td>
<td>1</td>
<td>4.76%</td>
<td>4</td>
<td>19.05%</td>
<td>5</td>
</tr>
<tr>
<td>3. 7-11 credits</td>
<td>6</td>
<td>28.57%</td>
<td>10</td>
<td>47.62%</td>
<td>23</td>
</tr>
<tr>
<td>4. 12 or more credits</td>
<td>11</td>
<td>52.38%</td>
<td>21</td>
<td>100.0%</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>67</td>
</tr>
</tbody>
</table>

Median: 4.0 Minimum value: 1 Total responses: 21 Maximum value: 4

14. Why did you not enroll full-time (12 credits or more)?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Working 20 hours or less</td>
<td>1</td>
<td>2.78%</td>
<td>1</td>
<td>2.78%</td>
<td>1</td>
</tr>
<tr>
<td>2. Working more than 20 hours</td>
<td>4</td>
<td>11.11%</td>
<td>5</td>
<td>13.89%</td>
<td>9</td>
</tr>
<tr>
<td>3. Caring for a family member (child, spouse, parent, etc.)</td>
<td>5</td>
<td>13.89%</td>
<td>10</td>
<td>27.78%</td>
<td>24</td>
</tr>
<tr>
<td>5. Courses required were not offered at Kapi‘olani Community College</td>
<td>1</td>
<td>2.78%</td>
<td>11</td>
<td>30.56%</td>
<td>29</td>
</tr>
<tr>
<td>6. Not enough evening courses (after 5:00 p.m.) offered</td>
<td>5</td>
<td>13.89%</td>
<td>16</td>
<td>44.44%</td>
<td>59</td>
</tr>
<tr>
<td>7. Not enough afternoon courses (2:00 p.m. - 5:00 p.m.) offered</td>
<td>3</td>
<td>8.33%</td>
<td>19</td>
<td>52.78%</td>
<td>80</td>
</tr>
<tr>
<td>10. Not enough weekend courses (Saturday) offered</td>
<td>5</td>
<td>13.89%</td>
<td>24</td>
<td>66.67%</td>
<td>130</td>
</tr>
<tr>
<td>11. Not enough online courses offered</td>
<td>4</td>
<td>11.11%</td>
<td>28</td>
<td>77.78%</td>
<td>174</td>
</tr>
<tr>
<td>12. No course meets degree requirements</td>
<td>3</td>
<td>8.33%</td>
<td>31</td>
<td>86.11%</td>
<td>210</td>
</tr>
<tr>
<td>16. Not sure what courses to take for my major</td>
<td>1</td>
<td>2.78%</td>
<td>32</td>
<td>88.89%</td>
<td>226</td>
</tr>
<tr>
<td>19. Parent(s) or significant other wanted me to enroll part-time</td>
<td>1</td>
<td>2.78%</td>
<td>33</td>
<td>91.67%</td>
<td>245</td>
</tr>
<tr>
<td>21. Other (please specify)</td>
<td>3</td>
<td>8.33%</td>
<td>36</td>
<td>100.0%</td>
<td>308</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100%</td>
<td>36</td>
<td>100%</td>
<td>308</td>
</tr>
</tbody>
</table>

Median: 7.0 Minimum value: 1 Total responses: 10 Maximum value: 21

Multiple choice other field (Other (please specify))

my husband lost his job right as the semester started.

Recent Death

I wanted to avoid a stressful summer.
### 15. What factors would have helped you to enroll full-time (12 credits or more) at Kapi'olani Community College?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. More free financial aid (scholarships, grants, tuition waivers)</td>
<td>4</td>
<td>11.11%</td>
<td>4</td>
<td>11.11%</td>
<td>4</td>
</tr>
<tr>
<td>4. On campus employment</td>
<td>2</td>
<td>5.66%</td>
<td>6</td>
<td>16.67%</td>
<td>12</td>
</tr>
<tr>
<td>5. More tutoring support</td>
<td>2</td>
<td>5.66%</td>
<td>8</td>
<td>22.22%</td>
<td>22</td>
</tr>
<tr>
<td>6. Offer more evening courses (after 5:00 p.m.)</td>
<td>4</td>
<td>11.11%</td>
<td>12</td>
<td>33.33%</td>
<td>46</td>
</tr>
<tr>
<td>8. Offer more morning courses (7:00 a.m. - 11:00 a.m.)</td>
<td>1</td>
<td>2.78%</td>
<td>13</td>
<td>36.11%</td>
<td>54</td>
</tr>
<tr>
<td>10. Offer more weekend courses (Saturday)</td>
<td>5</td>
<td>13.88%</td>
<td>18</td>
<td>50.00%</td>
<td>104</td>
</tr>
<tr>
<td>11. Offer more online courses</td>
<td>4</td>
<td>11.11%</td>
<td>22</td>
<td>61.11%</td>
<td>148</td>
</tr>
<tr>
<td>12. Advising from a Counselor</td>
<td>3</td>
<td>8.33%</td>
<td>25</td>
<td>69.44%</td>
<td>184</td>
</tr>
<tr>
<td>13. Mandatory advising from a Counselor</td>
<td>5</td>
<td>13.89%</td>
<td>30</td>
<td>83.33%</td>
<td>249</td>
</tr>
<tr>
<td>15. More courses to train me for a better job</td>
<td>1</td>
<td>2.78%</td>
<td>31</td>
<td>86.11%</td>
<td>264</td>
</tr>
<tr>
<td>17. Being told what courses to register for</td>
<td>2</td>
<td>5.56%</td>
<td>33</td>
<td>91.67%</td>
<td>298</td>
</tr>
<tr>
<td>18. Knowing what courses I should take every semester</td>
<td>1</td>
<td>2.78%</td>
<td>34</td>
<td>94.44%</td>
<td>316</td>
</tr>
<tr>
<td>19. Other (please specify)</td>
<td>2</td>
<td>5.56%</td>
<td>36</td>
<td>100.00%</td>
<td>354</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
<td><strong>354</strong></td>
</tr>
</tbody>
</table>

Median: 10.5  Minimum value: 1  Total responses: 10  Maximum value: 19

Multiple choice other field (Other (please specify))

carceration

### 16. What factors would help you to enroll in 15 credits AND complete all 15 credits at the end of the semester?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. More free financial aid (scholarships, grants, tuition waivers)</td>
<td>7</td>
<td>16.67%</td>
<td>7</td>
<td>16.67%</td>
<td>7</td>
</tr>
<tr>
<td>2. More loans</td>
<td>2</td>
<td>4.76%</td>
<td>9</td>
<td>21.43%</td>
<td>11</td>
</tr>
<tr>
<td>3. Child care</td>
<td>1</td>
<td>2.38%</td>
<td>10</td>
<td>23.81%</td>
<td>14</td>
</tr>
<tr>
<td>4. On campus employment</td>
<td>2</td>
<td>4.76%</td>
<td>12</td>
<td>28.57%</td>
<td>22</td>
</tr>
<tr>
<td>5. More tutoring support</td>
<td>3</td>
<td>7.14%</td>
<td>15</td>
<td>35.71%</td>
<td>37</td>
</tr>
<tr>
<td>6. Offer more evening courses (after 5:00 p.m.)</td>
<td>5</td>
<td>11.9%</td>
<td>20</td>
<td>47.62%</td>
<td>67</td>
</tr>
<tr>
<td>8. Offer more morning courses (7:00 a.m. - 11:00 a.m.)</td>
<td>1</td>
<td>2.38%</td>
<td>21</td>
<td>50.00%</td>
<td>75</td>
</tr>
<tr>
<td>10. Offer more online courses</td>
<td>4</td>
<td>9.52%</td>
<td>25</td>
<td>59.52%</td>
<td>115</td>
</tr>
<tr>
<td>11. Offer more weekend courses (Saturday)</td>
<td>7</td>
<td>16.67%</td>
<td>32</td>
<td>76.19%</td>
<td>192</td>
</tr>
<tr>
<td>12. Advising from a Counselor</td>
<td>2</td>
<td>4.76%</td>
<td>34</td>
<td>80.95%</td>
<td>216</td>
</tr>
<tr>
<td>13. Mandatory advising from a Counselor</td>
<td>3</td>
<td>7.14%</td>
<td>37</td>
<td>88.1%</td>
<td>255</td>
</tr>
<tr>
<td>14. More courses to train me for my current job</td>
<td>1</td>
<td>2.38%</td>
<td>38</td>
<td>90.48%</td>
<td>269</td>
</tr>
<tr>
<td>17. Being told what courses to register for</td>
<td>1</td>
<td>2.38%</td>
<td>39</td>
<td>92.86%</td>
<td>286</td>
</tr>
<tr>
<td>18. Knowing what courses I should take every semester</td>
<td>1</td>
<td>2.38%</td>
<td>40</td>
<td>95.24%</td>
<td>304</td>
</tr>
<tr>
<td>19. Other (please specify)</td>
<td>2</td>
<td>4.76%</td>
<td>42</td>
<td>100.00%</td>
<td>342</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
<td><strong>342</strong></td>
</tr>
</tbody>
</table>

Median: 9.0  Minimum value: 1  Total responses: 10  Maximum value: 19

Multiple choice other field (Other (please specify))

I need to work full time
### 17. I plan on earning a certificate/degree or transferring within

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One year</td>
<td>7</td>
<td>33.33%</td>
<td>7</td>
<td>33.33%</td>
<td>7</td>
</tr>
<tr>
<td>2. Two years</td>
<td>11</td>
<td>52.38%</td>
<td>18</td>
<td>85.71%</td>
<td>29</td>
</tr>
<tr>
<td>3. Three years</td>
<td>1</td>
<td>4.76%</td>
<td>19</td>
<td>90.48%</td>
<td>32</td>
</tr>
<tr>
<td>4. Four years</td>
<td>1</td>
<td>4.76%</td>
<td>20</td>
<td>95.24%</td>
<td>36</td>
</tr>
<tr>
<td>5. More than four years</td>
<td>1</td>
<td>4.76%</td>
<td>21</td>
<td>100.0%</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>41</td>
</tr>
</tbody>
</table>

Median: 2.0  
Minimum value: 1  
Total responses: 21  
Maximum value: 5

### 18. Which category below includes your age?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 18-24 years</td>
<td>11</td>
<td>52.38%</td>
<td>11</td>
<td>52.38%</td>
<td>11</td>
</tr>
<tr>
<td>2. 25-34 years</td>
<td>4</td>
<td>19.05%</td>
<td>15</td>
<td>71.43%</td>
<td>19</td>
</tr>
<tr>
<td>3. 35-39 years</td>
<td>2</td>
<td>9.52%</td>
<td>17</td>
<td>80.95%</td>
<td>25</td>
</tr>
<tr>
<td>4. 40-44 years</td>
<td>1</td>
<td>4.76%</td>
<td>18</td>
<td>85.71%</td>
<td>29</td>
</tr>
<tr>
<td>5. 45-49 years</td>
<td>2</td>
<td>9.52%</td>
<td>20</td>
<td>95.24%</td>
<td>39</td>
</tr>
<tr>
<td>6. 50-54 years</td>
<td>1</td>
<td>4.76%</td>
<td>21</td>
<td>100.0%</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>45</td>
</tr>
</tbody>
</table>

Median: 1.0  
Minimum value: 1  
Total responses: 21  
Maximum value: 6
19. What is your gender?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Male</td>
<td>7</td>
<td>33.33%</td>
<td>7</td>
<td>33.33%</td>
<td>7</td>
</tr>
<tr>
<td>2. Female</td>
<td>13</td>
<td>61.9%</td>
<td>20</td>
<td>95.24%</td>
<td>33</td>
</tr>
<tr>
<td>3. Prefer not to say</td>
<td>1</td>
<td>4.76%</td>
<td>21</td>
<td>100.0%</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
<td>21</td>
<td>100%</td>
<td>36</td>
</tr>
</tbody>
</table>

Median: 2.0  Minimum value: 1  Total responses: 21  Maximum value: 3
20. What is your ethnic background?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hispanic/Latino</td>
<td>2</td>
<td>5.88%</td>
<td>2</td>
<td>5.88%</td>
<td>2</td>
</tr>
<tr>
<td>3. Black or African American</td>
<td>2</td>
<td>5.88%</td>
<td>4</td>
<td>11.76%</td>
<td>8</td>
</tr>
<tr>
<td>4. Caucasian or White</td>
<td>8</td>
<td>23.53%</td>
<td>12</td>
<td>35.29%</td>
<td>40</td>
</tr>
<tr>
<td>5. Chinese</td>
<td>6</td>
<td>17.65%</td>
<td>18</td>
<td>52.94%</td>
<td>70</td>
</tr>
<tr>
<td>6. Filipino</td>
<td>2</td>
<td>5.88%</td>
<td>20</td>
<td>58.82%</td>
<td>82</td>
</tr>
<tr>
<td>8. Japanese</td>
<td>6</td>
<td>17.65%</td>
<td>26</td>
<td>76.47%</td>
<td>130</td>
</tr>
<tr>
<td>9. Korean</td>
<td>1</td>
<td>2.94%</td>
<td>27</td>
<td>79.41%</td>
<td>139</td>
</tr>
<tr>
<td>11. Other Asian</td>
<td>1</td>
<td>2.94%</td>
<td>28</td>
<td>82.35%</td>
<td>150</td>
</tr>
<tr>
<td>13. Vietnamese</td>
<td>1</td>
<td>2.94%</td>
<td>29</td>
<td>85.29%</td>
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<td>18. Samoan</td>
<td>1</td>
<td>2.94%</td>
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<td>88.24%</td>
<td>181</td>
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<tr>
<td>20. Other (Please specify)</td>
<td>4</td>
<td>11.76%</td>
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<td>100.0%</td>
<td>261</td>
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<tr>
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<td>100%</td>
<td>34</td>
<td>100%</td>
<td>261</td>
</tr>
</tbody>
</table>

Median: 5.0  Minimum value: 1  Total responses: 21  Maximum value: 20

Multiple choice other field (Other (Please specify))

- Portuguese
- Bengali/mix
- Japanese, Chinese, Hawaiian
21. Which program are you currently registered in?

<table>
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<th>Option</th>
<th>Count</th>
<th>Percent</th>
<th>Cum. count</th>
<th>Cum. percent</th>
<th>Cum. sum</th>
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<td>2. Liberal Arts</td>
<td>14</td>
<td>66.67%</td>
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<td>66.67%</td>
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<tr>
<td>4. Science, Technology, Engineering and Mathematics (STEM)</td>
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<td>71.43%</td>
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<tr>
<td>29. Other (Please specify)</td>
<td>6</td>
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<td>100%</td>
<td>206</td>
</tr>
</tbody>
</table>

Median: 2.0  
Minimum value: 2  
Total responses: 21  
Maximum value: 29

Multiple choice other field (Other (Please specify))

Psychology

Hospitality and Tourism

psychology

Psychology

n/a