UNIVERSITY OF HAWAI‘I
Honolulu Community College

Substantive Change Proposal
Associate in Arts (Liberal Arts) Distance Education Program

Honolulu Community College
874 Dillingham Boulevard
Honolulu, HI  96817
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A. Description of the Change

Since the introduction of cable television and the World Wide Web, an increasing number of courses have been developed for delivery by distance education modalities in colleges and universities. This is true of curriculum development at Honolulu Community College. Today, 50% or more of courses comprising the Associate in Arts (Liberal Arts) degree are delivered via distance education. The Accrediting Commission for Community and Junior Colleges, Western Association of Senior Colleges (ACCJC-WASC) requires that all degree programs be approved by the ACCJC-WASC Substantive Change Committee if 50% or more of the program is delivered off-campus or via distance modalities. In compliance, Honolulu Community College is submitting this substantive change request.

B. Description of the Program Offered

The Honolulu Community College (HCC) Liberal Arts program is part of the University College and is made up of the Humanities, Social Sciences, Language Arts, Natural Sciences and Mathematics divisions. The Associate in Arts (Liberal Arts) degree (hereafter called AA) program offers courses designed to meet the needs of students seeking transfer to four-year institutions to complete a baccalaureate degree. An AA degree is awarded to students who complete the required 60 credits. Below are degree requirements, with descriptions taken from the catalog.

FOUNDATIONS REQUIREMENT FOR THE A.A. DEGREE: 12 CREDITS

Foundation courses include courses in Written Communication, Symbolic Reasoning, and Global-Multicultural Perspectives. Because these courses are intended to give students skills and perspectives that are fundamental to undertaking higher education, students are encouraged to take their Written Communication, Symbolic Reasoning, and Global-Multicultural Perspectives courses in their first year. Note: Courses taken to fulfill the Foundations Requirement may not be used to fulfill requirements in other categories (i.e., Diversification or Focus Requirements).

• Written Communication (FW) Requirement: 3 Credits. Courses designated FW introduce students to the rhetorical, conceptual, and stylistic demands of writing at the college level. The course provides instruction in composing processes, search strategies, and composing from sources. It also provides students with experience in the library and on the Internet as well as enhancing skills in accessing and using various types of primary and secondary materials. Courses Approved to Date: ENG 100

• Symbolic Reasoning (FS) Requirement: 3 Credits. Courses designated as FS expose students to the beauty and power of formal systems, as well as to the clarity and precision of these systems. FS courses focus not solely on computational skills; students also learn the concept of proof as a chain of inferences; apply formal rules or algorithms; and engage in hypothetical reasoning. An FS course aims to develop the ability of students to use appropriate symbolic techniques in the context of problem solving and in the presentation
and critical evaluation of evidence. Note: Students who take Phil 110 for their Symbolic Reasoning requirement must also test out of or pass Math 20B, C, and D.

Courses Approved to Date: MATH 100, 103, 115, 135, 140, 203, 205; PHIL 110

- Global And Multicultural Perspectives (FG) Requirement: 2 Courses, 6 Credits. Courses designated FG provide thematic treatments of global processes and cross-cultural interactions from a variety of perspectives. Students gain a sense of human development from prehistory to modern times through consideration of narratives and artifacts from diverse cultures. At least one component of each of the two courses covers the indigenous cultures of Hawai‘i, the Pacific, and Asia. Courses Approved to Date: HIST 151, 152; REL 150

DIVERSIFICATION REQUIREMENT FOR THE A.A. DEGREE: 19 CREDITS.

The diversification requirement is intended to assure that every student has a broad exposure to different domains of academic knowledge while, at the same time, allowing flexibility for students with different goals and interests. Note: Diversification courses must come from different departments than the courses students used to satisfy the Foundations Global & Multicultural Perspectives requirement.

a. Arts (DA), Humanities (DH), and Literatures (DL) Requirement: 6 Credits, from two different groups) Courses Approved to Date:
   Group 1: The Arts (DA)
   Mainly Theory: ART 101; MUS 106
   Mainly Practice: ART 113, 115, 123; HWST 212; MUS 253; SP 151, 251, 253
   (Any combination of one-credit courses that totals three-credit hours will be considered the equivalent of a one-semester course.)

   Group 2: Humanities (DH)
   AMST 201, 202
   ASAN 100, 241, 242
   HWST 107, 110, 282/282L
   HIST 231, 232, 241, 242, 282, 284, 288
   PHIL 100, 101, 120, 202, 211, 213, 255
   REL 150, 151, 201, 203, 204, 207, 210

   Group 3: Literature and Language (DL)
   EALL 271, 272
   HAW 261
   LING 102

b. Natural Sciences Requirement: 6-7 Credits, one Biological Science (DB), one Physical Science (DP), and one Laboratory (DY). Courses Approved to Date:
   Group 1: Biological Sciences (DB)
   BIOL 100, 103/103L, 171/171L, 172/172L
   BOT 101/101L, 130/130L
   FSHN 185
   MICRO 130, 140
   PHYL 141/141L

4
SCI 101, 121 (lab incl)  
ZOOL 101 (lab incl.), 141/141L, 142/142L, 200 (Marine Biology lab incl.)

Group 2: Physical Sciences (DP)  
ASTR 110  
BIOC 241, 251  
CHEM 100/100L, 105, 151/151L, 152/152L, 161/161L, 162/162L  
GEOG 101  
GG 101/101L, 103  
HWST 281/281L  
MET 101, 101L  
OCN 180, 190, 201, 201L, 230  
PHYS 100/100L, 122 (lab included, cross-listed as SCI 122), 131 (lab included ), 151/151L, 152/152L, 170/170L, 272/272L, 274  
SCI 122 (lab included, cross-listed as PHYS 122)

c. Social Sciences (DS) Requirement: 6 Credits (3 credits each from 2 different disciplines). Courses Approved to Date:  
ANTH 135, 150, 200  
BOT 105  
ECON 120, 130, 131  
FAMR 230  
GEOG 102, 122, 151  
JOUR 150  
HWST 105  
POLS 110, 120, 130, 171, 180, 190  
PSY 100, 180, 240, 260  
SSCI 120, 125, 250  
SOC 100, 214, 218, 231, 251  
WS 151  

FOCUS REQUIREMENTS FOR THE A.A. DEGREE:  
The four Focus Requirements for HCC’s AA degree identify four skills and discourses essential to General and Pacific issues. Education: writing; speaking; ethical analysis and deliberation; and, Hawaiian, Asian. Courses fulfilling focus requirements may come from across the curriculum. Any course in the AA degree curriculum may be given these designations, except for Foundation courses (FW, FS, and FG courses). Courses are approved for Focus Designations by a faculty committee and are identified in the Schedule of Classes by W, H or HCC-H, HCC-E, and HCC-O before the course titles. (i.e. ENG 250 W-American Literature)

• Writing Intensive (W): 2 Courses Required. Courses designated W are designed to increase a student's writing proficiency. Before enrolling in W courses, students must complete English 100 with a grade of “C” or higher. A grade of “C” or higher must also be earned in a W course for it to satisfy the Writing Intensive requirement. Writing Intensive courses are identified in the Schedule of Classes by W before the course titles. Examples: ENG 250; SOC 251. Note: Students who transfer to UH-Manoa must take a total of five (5) W courses to meet UH Manoa's baccalaureate graduation requirements. At least two of the five W courses must be numbered 300 and above.
• Hawaiian, Asian, and Pacific Issues (H): 1 Course Required. Courses designated H are designed to increase a student's understanding of Hawaiian, Asian, and Pacific issues and to foster multicultural understanding and respect. Hawaiian, Asian, and Pacific Issues courses are identified in the Schedule of Classes by H or HCC-H before the course titles. Examples: HWST 107; HIST 241. Note: Courses designated H fulfill the H-focus requirement at Honolulu Community College, UH-Manoa, and Kapi'olani Community College. Courses designated HCC-H fulfill the H-focus requirement at Honolulu Community College but not at UH-Manoa.

• Contemporary Ethical Issues (E): 1 Course Required. Courses designated E are designed to give students tools for the development of responsible deliberation and ethical judgment. Contemporary Ethical Issues courses are identified in the Schedule of Classes by HCC-E before the course titles. Examples: PHIL 101; POLS 120. Note: Courses designated HCC-E fulfill the E-focus requirement at Honolulu Community College, but not at UH Manoa. UH-Manoa requires a 300-level E-focus course for graduation.

• Oral Communication (O) Requirement: 1 Course. Courses designated HCC-O are designed to improve a student's proficiency in oral communication. Oral Communication courses are identified in the Schedule of Classes by HCC-O before the course titles. Example: SP 151. Note: Courses designated HCC-O fulfill the O-focus requirement at Honolulu Community College, but not at UH Manoa. UH-Manoa requires a 300-level O-focus course for graduation.

AA Program Learning Outcomes: Upon completion of the Liberal Arts program of Honolulu Community College, the student will be able to:

• Communicate effectively by means of listening, speaking, reading, and writing in varied situations, understanding basic quantitative information (mathematical skills), and writing in varied situations.
• Apply symbolic reasoning skills to solve problems, evaluate arguments and chains of reasoning, and interpret information.
• Demonstrate an understanding of the life processes, individual development, thinking process, and behavior as well as an understanding of the natural environment of the planet and the universe in which we are situated and learn to utilize natural resources without damaging the environment.
• Demonstrate a comprehension and skill with research methods and scientific inquiry.
• Display knowledge of different groups and organizations in societies and respect for varied cultural values.
• Demonstrate a greater ethical understanding and reasoning ability about contemporary ethical issues.
• Identify and articulate in a reasoned manner the roots and causal basis of contemporary issues.
• Demonstrate a knowledge of one or more art forms and the role that the Arts play in history and culture.
The Associate in Arts (Liberal Arts) program has the highest number of majors at Honolulu Community College (AY07, 1017), generates the highest number of SSH (AY07, 19,828), has the highest program enrollment (AY07, 1321.87) and has the highest numbers of classes taught (AY07, 367) within the college.

C. Description of the Planning Process

The Associate in Arts (Liberal Arts) AA Program seeks approval of this Substantive Change Request to offer more than 50% of its program course offerings via distance education. The increased number of distance delivered courses in the program leading to this requested change evolved over time, in response to several demands: students' need for classes which enable them to achieve their academic goals in the face of conflicting demands and responsibilities; the increased interest in and ability of faculty to incorporate technology in their pedagogy, and the desire of Liberal Arts disciplines to create schedules that are more flexible and accessible, including delivery options such as distance education, evening and weekend classes, and accelerated course offerings.

Last Spring it became apparent that the AA program was approaching the threshold of 50% of the classes being delivered via Distance Education (DE). Based on institutional research, 13.8% of spring 2009 students in the AA program are taking distance education courses, and 10.7% of the fall 2008 AA students were enrolled in distance delivered courses. (Appendix A)

Therefore, as a result of discussions between Administration, the Distance Education Program Coordinator and the Accreditation Liaison Officer, the process was initiated to submit this request to insure the AA Program and the College are in compliance with ACCJC-WASC requirements.

RELATIONSHIP TO MISSION

This change to enable a student to complete the AA degree with over 50% of courses taken via distance delivery is in alignment with the College mission, in particular Honolulu Community College’s mission to

Serve the community as an affordable, flexible, learning-centered, open-door, comprehensive community college that meets the post-secondary educational needs of individuals, businesses, and the community.

and the Mission Statement goals that the College:

Provide two-year transfer educational programs that offer students the general educational component of the Baccalaureate Degree.

Insure general education competency in communication, problem-solving, ethical deliberation, cultural diversity and global awareness.
Maintain flexible educational delivery systems to enhance student access by providing affordable education when and where it is needed.

Establish a systemic institutional effectiveness program that regularly assesses expected student and Program learning outcomes to ensure the highest quality education.

Contribute to the support of the community’s economic and social growth.

This substantive change is also in direct alignment with the University of Hawai‘i Community College system goal:

No. II, Sub-goal 9, Increase number and types of programs that can be completed through distance learning.

The proposed change will not adversely impact the rest of the College. Many Liberal Arts courses have been taught via distance education for several years. Thus, the measures to ensure support services for distance students have already been addressed and undertaken by the College. Students taking any distance education classes through Honolulu Community College in fulfillment of their degree needs have all of the necessary academic support services available to them online. There exists a core cadre of experienced faculty offering distance courses, and every year more instructors undertake development of distance (cable and online) courses.

The committees and processes to ensure ongoing evaluation and maintenance of the quality of distance delivered learning are in place. College policies and processes have been established to ensure academic integrity is maintained in distance courses. All Associate in Arts (Liberal Arts) courses offered using distance modalities are subject to specific curricular review. These courses are integrated into the AA processes of program review as prescribed by the College. This substantive change will not adversely impact the College’s compliance with accreditation requirements in the areas of assessment and planning.

D. Evidence of Adequate Resources

Human Resources

Members of University College faculty have taught Distance Education classes since the introduction of cable television courses in spring 1997. Since that time, the number of instructors offering distance delivery courses has grown every year. As of Fall 2008, there were 18 faculty in the Liberal Arts program teaching at least one class via distance delivery. As seen in the numbers in Appendix B, there are sufficient instructors offering distance courses to meet current SSH demands (all but 8 instructors numbered teach in the Liberal Arts divisions.) Technical training support for faculty is provided through one-on-one assistance
from technical support personnel, as well as ongoing workshops offered by the Educational Media Center, the Information Technology Center, the Faculty Development Committee, technical training series offered by the Native Hawaiian Center, targeted training offerings from the ICS program, as well as training workshops offered at sister Community Colleges and the University of Hawai‘i at Manoa. Topics addressed in professional development activities include: technology integration, Laulima tools and applications, plagiarism, serving students with disabilities, experienced distance instructors sharing teaching strategies with new distance education faculty, and University of Hawai‘i system workshops on pedagogical, technological and course management topics. The College has a cadre of experienced distance instructors who are demonstrably effective in their course design and pedagogy. There are sufficient resources on campus and within the system to meet the ongoing training needs of distance instruction and support for these instructors, as well as anticipated future growth in number of instructors developing distance courses. (Appendix G and H)

There are accessible and sufficient support services available to meet the needs of distance students. Students are able to access Liberal Arts academic counseling through e-mail and the telephone. Comprehensive information is available at the Associate in Arts (Liberal Arts) program web site including program information and a Frequently Asked Questions section. Ongoing communication is maintained with Associate in Arts (Liberal Arts) students through broadcast e-mails sent to those who have registered for the Associate in Arts (Liberal Arts) Student Distribution List. With the Web-based student information system (MyUH), students have ready access to registration, grades, and financial aid status.

DE students are able to utilize all the Library services that on-campus students have access to, either accessing in person, on the telephone, from the Internet, or through email. Neighbor Island students who are enrolled in Honolulu Community College's program have access to the library services on the community college campus located on that respective island. They can also access the Honolulu Community College Library resources via phone or email. All students have access to the Library's electronic resources, including ebrary [electronic books] and electronic databases for access to journals, many of them full-text. All students enrolled through Honolulu Community College have access to InfoTrac, EBSCOhost, and ScienceDirect databases. One of the staff librarians has the dedicated responsibility for support of distance student needs.

The College provides a full array of student support services through the Student Services Division, including Counseling support as well as Financial Aid guidance, linked help from the Health Center and contact information for support from the ACCESS office (which serves students with disabilities). Distance students also have direct online links to support services from the College’s Technical Support help division and the College Skills Center.

Evidence: Distance Education Page
http://honolulu.hawaii.edu/distance/support.html
Processes to Ensure Quality Instruction

All distance delivered courses are required to be approved by the Distance Education Review Board prior to action by the College's Committee on Curriculum and Programs. This review process entails reporting on methods to be used to ensure integrity, currency and assessment of student learning. (Appendix E and F)

All AA courses provided through distance delivery are subject to the requirements of program review as required by the College. This process requires faculty and administration to evaluate all programs and courses, inclusive of all modes of delivery. The assessment of student learning outcomes is a critical component of this program review process. The College has dedicated resources to carry out assessment of all College courses and program SLOs, including those courses delivered via distance technology.

The College has undertaken a number of assessment activities evaluating the effectiveness of the distance program as a whole, as well as assessment of student learning in individual courses. For example, a program assessment conducted in Summer 2006 produced a report which was then the focus of a meeting of distance education instructors and support personnel. Discussions resulted in recommendations leading to increased student awareness of campus support in terms of financial aid, as well as increasing the visibility of Library services for online students. Distance instructors have been assessing student achievement of course SLOs through knowledge surveys for several semesters, even years in some cases. For some courses where instructors teach the same course in face to face and online modalities, instructors have carried out parallel assessment to evaluate comparative student performance. Results from these assessment activities have been presented via workshops with the goal of broadening participation and collective results. The Distance Education Advisory Committee has approved an assessment plan which establishes a cycle of assessment and analysis activities for the DE program. The scheduled surveying includes evaluating student access to and satisfaction with support services and establishes a timeline for assessment of student achievement of all DE course SLOs.

Evidence: Distance Education Assessment Page (internal campus site)

Evidence: Program Review Reports
http://honolulu.hawaii.edu/intranet/assessment/review/reports0708.html

Management

The College has established a Distance Education Coordinator whose fulltime responsibilities are to oversee all elements of distance education including
scheduling, communication with students via the Web, technical support, securement and direction of resources and interface with the UH system. The DE Coordinator reports to the Dean of the University College.

In November 2007 the Honolulu Community College Faculty Senate Executive Committee authorized the Distance Education Advisory Committee (DEAC) Charter. (Appendix C) The DEAC establishes guidelines for Distance Education courses and addresses program effectiveness and support issues. The purpose of the committee is to:

Ensure that the Distance Education curriculum is adequately supported to promote high quality instruction that will equal or surpass traditional classroom delivery.

Provide a mechanism for maintaining a coordinated effort of the various campus units affecting the delivery of distance learning offerings including instruction, assessment, student services, technology support, and faculty development training.

Evidence: Distance Education Advisory Committee Information http://honolulu.hawaii.edu/intranet/distance/committee.html"

The University College Dean responsible for the Associate in Arts (Liberal Arts) program and the Distance Education Coordinator work directly with the Distance Education Advisory Committee to assure all facets of the Associate in Arts (Liberal Arts) degree which are offered via distance learning modalities comply with the guidelines established by College committees, and meet the standards of ACCJC-WASC. (Appendix D)

Financial Resources

Fiscal resources in support of the College’s distance education program, including the many liberal arts classes, are supplied by a combination of general fund allocations to the University College, as well as ongoing grant funding through the ‘Olelo Community Television, the nonprofit organization managing Public, Education and Government Access (PEG) on Oahu. The general fund allocations support the 51 University College faculty members available to develop and teach the 32 sections (Fall 2009 schedule) of Web- and cable television-based Associate in Arts (Liberal Arts) courses. The ‘Olelo grant funding provides staffing to produce and distribute cable television classes on Na Leo o Hawai‘i channel 55 (Hawaii island), Ho‘ike: Kauai Community Television channel 55 (Kauai), MCCTV channel 55 (Maui, Molokai, Lanai) and ‘Olelo channel 55 (Oahu). The University of Hawaii system provides financial resources through the hosting of the Laulima online learning platform.
Physical and Technical Resources

The College is fully equipped to meet the needs of producing cable courses. This production of cable courses has been ongoing since 1997. Grant monies from the local public access station (‘Olelo) have funded needed equipment upgrades and personnel costs for production and updating of cable courses.

Technical support in the form of networking on campus, and providing faculty with requisite computers and software for development and upgrading of course delivery methods, is funded by general funds and is sufficient to sustain current distance delivery options as well as anticipated growth. The College’s Information Technology Center provides academic computing support needs of DE faculty and staff.

The College distance faculty have made the transition from WebCT based classes to the Laulima course management system. This is the standard platform for all University of Hawai‘i courses, providing course support tools for distance classes as well as online supplemental tools for face to face courses. Many of the recent faculty development activities have focused on helping DE faculty utilize and maximize the course support tools and applications of Laulima. The Informational Technical Services division at the University of Hawai‘i has the primary support responsibility for this program. The College’s Information Technology Center also provides support to DE faculty in the use of this course management platform.

E. Evidence of Appropriate Approvals

All courses in the AA program have been approved by the appropriate parties (e.g., Division Chair, Division Curriculum Committee, Committee on Programs and Curricula, Dean and Vice-Chancellor for Academic Affairs.) All Distance Education courses offered by the College must comply with the procedures outlined in the Distance Education Advisory Committee Charter and Distance Education Review Board. Specifically, faculty who propose new Distance Education courses must submit an application of the Distance Education Course Proposal and Review Form which is subject to peer review via the Distance Education Review Board. (Appendix F) Once the new Distance Education course is approved, it may be offered to students in the subsequent semester.

According to the Distance Education Review Board procedures (approved by the Committee on Programs and Curricula on February 11, 2005), “all courses that were either already offered in DE mode, or are proposed to be offered in such a mode, shall be reviewed by the Board, and either in such a mode shall be approved or not approved as courses that may be offered in the mode described.” The Charter of the Distance Education Review Board states that its responsibilities are to both “ensure that DE is assessed annually using approved assessment tools” and “(d)etermine if quality of DE course is equal to a
classroom delivered course.” Since the spring 2008 semester, the AA Program has been using a number of methods including imbedded assessment (for writing intensive classes) and knowledge surveys to determine whether or not course Student Learning Outcomes (SLOs) have been met.

Evidence: Distance Education Review Board Information (internal website) http://honolulu.hawaii.edu/intranet/distance/review/index.html

F. Evidence That Eligibility Requirements Will Be Fulfilled

A review of the relevant documentation and Standard Committee findings verifies that the College is in compliance with the twenty-one eligibility requirements for accreditation. Below is the “Certification of Continued Compliance with Eligibility Requirements” taken from the 2006 Institutional Self-Study. Following each statement from the self-study report are specific references to any anticipated impacts resulting from this proposed change.

1. Authority
The University Of Hawai‘i Board of Regents, under the authority of State of Hawai‘i Law, Chapter 305, Hawai‘i Revised Statutes, is authorized to develop and administer a system of community colleges. In 1966, the Board authorized the College to operate and to award degrees.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement.

2. Mission
The College’s mission is clearly defined. The College’s mission is consistent with the purposes set forth in State law for the UH community college system, and is in alignment with the University of Hawai‘i Community Colleges’ Mission Statement (approved by the Board of Regents in 1997). The College’s Mission Statement was reviewed and approved by the Board in 2004. The College includes with its Mission a series of elaborating goals, which more specifically outline the College’s purpose and commitments. The College’s goals were reviewed and revised by the College in 2005. The Mission and Goals Statement is published on the College’s Web site and is included in the College Strategic Plan. The College’s Mission and Goals Statement is comprehensive and appropriate for a degree granting institution of higher education. This statement explicitly indicates how the College meets the needs of the State of Hawai‘i. Facilitating and encouraging student learning are integral to the College’s mission and expanded on in the Goals statements, including the specific obligation of the institution to establish a systematic institutional effectiveness program to ensure the highest quality education.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement, in fact this change enhances the College’s ability
to meet its mission of providing affordable, flexible, learning-centered, open-door access to meet the post-secondary educational needs of individuals, businesses, and the community.

3. Governing Board
The University of Hawai‘i Board of Regents is a twelve-member body responsible for the quality, integrity and financial stability of all University of Hawai‘i campuses. The Board has the responsibility and needed authority to ensure that the mission of each institution’s mission is being met. The number of members and composition of the Board is sufficient for it to fulfill its responsibilities. This ability has been enhanced by the expanded number of members on the Community College Standing Committee. Based on Hawai‘i law, the Board has the final responsibility for ensuring that the financial resources of the institution are used to provide sound educational programs. In accordance with Hawai‘i State law, a 2000 constitutional amendment granting greater autonomy to the University of Hawai‘i, and as articulated under Board bylaws, the governing board is an independent policy-making body. Its primary duty is to serve the public interest and UH constituent needs, and this purpose directs its activities and decisions. An overview of the background and professional affiliations of the Board members verifies that a majority of the Board members do not have employment, family, ownership, or personal financial interest in the institution. Board by-laws, Article X articulates a clear conflict of interest policy, including disclosure requirements. Board members adhere to this policy. Board member interests do not interfere with the impartiality of governing body members and do not outweigh their primary duty to secure and ensure the academic and fiscal integrity of the institution.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement.

4. Chief Executive Officer
The University of Hawai‘i Board of Regents appoints the Chancellor, who is the chief executive officer of the College. The Chancellor’s full-time responsibility is to the College; this officer has the requisite authority to administer Board policies. As a result of UH autonomy, and recent reorganization of the UH system, the Chancellor has the necessary authority to provide leadership to the College in areas of planning, establishing priorities, managing resources, and ensuring the institution’s implementation of statutes, regulations, and policies.

The proposed change to the AA program does not affect the College’s ability to fulfill this eligibility requirement. There have been no changes to the content of individual courses or AA program requirements. The necessary approval for individual AA courses to be offered via distance delivery has been secured through formal College curriculum processes.
5. Administrative Capacity
Based on the findings of the Standard committees, the College has sufficient staff to provide administrative services necessary for the College to fulfill its mission and purpose. Personnel processes ensure that administrative officers are qualified by education, training, and experience administrative responsibilities.

_The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement. The College has the necessary Administrative structure in place to support this change to the program. Liberal Arts and the Distance Education program are both under the authority of and receive support from the Dean of the University College._

6. Operational Status
The College is fully operational, offering Fall, Spring, and Summer-session classes designed to meet the varied educational needs of degree-seeking students in CTE and Liberal Arts programs. These programs graduate students receiving certificates and degrees. The College offers classes at several sites and in alternative scheduling options, and it supports an active DE program.

_The proposed change to the AA program will enhance the College’s ability to fulfill this eligibility requirement. Implementing this change will increase educational opportunities for students across the state to pursue and receive an AA degree. This change enables the College to provide more flexible and accessible scheduling options for students, and explicitly results in the expansion of the DE program._

7. Degrees
Data clearly indicates that programs leading to degrees make up a substantial portion of the College’s educational offerings. The College attracts students to its degree programs due to the diversity of instructional programs offered and the fact that the College is the only institution in the State to offer many of these degree programs.

_The proposed change to the AA program will enhance the College’s ability to fulfill this eligibility requirement. Implementing this change will increase educational access and degree opportunities for students across the state._

8. Educational Programs
The linking of program missions to the College’s mission and goals reflects the fact that all degree programs offered by the College are in alignment with the mission of the institution. The curriculum and requirements of these programs are based on recognized standards of higher education field(s) of study. Programs review and revise as necessary curriculum and program currency based on evaluation of student work, in consultation with advisory committees and in accordance with required program review and annual assessments. Programs are of sufficient content and length and students receive education at the level of
quality and rigor appropriate to the degrees offered. These fields of study culminate in identified program SLOs. Degree programs are at least two years in length.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement. The integrity of the AA program is ensured since all program courses remain subject to existing curriculum processes, including program review and assessment requirements. Student learning outcomes are consistent between face to face and distance delivered versions of program courses. Assessment of course SLOs will be carried out systematically based on the Distance Education assessment plan. The College will continue to maintain high academic standards, ensuring the integrity of all AA distance classes with regard to rigor of the educational program, utilizing the appropriate bases for awarding academic credit, and carrying out measurement of student achievement of learning outcomes for all program courses.

9. Academic Credit
A review of the College’s Catalog indicates that the College awards academic credits based on criteria that reflect generally accepted practice in degree granting institutions of higher education. The awarding of credit is in compliance with clearly stated criteria and processes published in the College Catalog.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement. The integrity of the AA program is ensured since all program courses continue to be subject to existing curriculum processes, including program review and assessment requirements. The College will continue to meet high academic standards, ensuring the integrity of all AA distance classes in terms of the rigor of the educational program, use of the appropriate bases for awarding academic credit, and assessing student achievement of learning outcomes for all program courses including general education requirements.

10. Student Learning Achievement
The College has identified—and published on the Web—expected SLOs for all instructional programs. The College has adopted processes and timelines to ensure that regular and systematic assessment of student learning and achievement of these outcomes takes place. Annual Assessment and Program Review reports require programs to demonstrate that students who complete instructional programs, no matter where or how they are delivered, achieve these outcomes.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement. The integrity of the AA program is ensured since all program courses continue to be subject to existing curriculum processes, including program review and assessment requirements. Student learning outcomes remain consistent between face to face and distance delivered versions of program courses. Assessment of course SLOs will be carried out
systematically based on the Distance Education assessment plan. The College will continue to meet high academic standards, ensuring the integrity of all AA distance classes in terms of the rigor of the educational program, utilizing the appropriate bases for awarding academic credit, and carrying out measurement of student achievement of learning outcomes for all program courses, including general education requirements.

11. General Education
A review of degree granting program requirements confirms that the College incorporates into all of its degree programs General Education requirements designed to cultivate a breadth of knowledge and encourage intellectual inquiry. The General Education component for all programs includes demonstrated competence in writing and computational skills, and an introduction to some of the major areas of knowledge. General Education courses, as reviewed and certified by the General Education Board, are required to have comprehensive learning outcomes for the students who complete these courses, as well as identified assessment strategies. Degree credit in the General Education program is consistent with levels of quality and rigor appropriate to higher education.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement. The integrity of the AA program, including general education requirements, is ensured since all program courses remain subject to existing curriculum processes, including program review and assessment requirements. Student learning outcomes are consistent between face-to-face and distance delivered versions of program courses. Assessment of course SLOs are and will continue to be carried out systematically based on the Distance Education assessment plan. The College will continue to meet high academic standards, ensuring the integrity of all AA distance classes in terms of rigor of the educational program, the appropriate bases for awarding academic credit, and measurement of student achievement of learning outcomes for all program courses, including general education requirements.

12. Academic Freedom
The College is committed to creating and maintaining an atmosphere of inquiry and intellectual freedom. Faculty and students are guaranteed the right to examine and test all knowledge appropriate to their discipline or area of major study. The College has made this commitment explicit in the form of an Academic Freedom statement included in the College Catalog’s Policies and Procedures.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement. The AA distance courses are the product of established College curriculum processes. The College’s commitment to academic freedom is sustained.
13. Faculty
The College has a substantial number of qualified faculty whose full-time responsibility is to the institution. Self study analysis by the Standard Committees finds that the faculty is sufficient in number and professional training and experience to ensure achievement of the College’s mission and to support all of the institution’s educational programs. Statement of faculty responsibilities exists in the Board of Regents Policies, Personnel, 9–1.a. (3) Part I “Classification Plan of Faculty in the Community Colleges.” When specific positions are advertised, stated responsibilities are consistent with Board policy. Expectations of faculty include maintaining currency in their program and continual professional development in the area of effective instruction. These requirements ensure faculty are actively involved in development and review of curriculum and assessment of student learning.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement. The AA program has an adequate number of faculty and sufficient training opportunities for current and future instructors to enable student completion of the program in a timely manner. The number of faculty currently offering liberal arts courses via distance delivery through Honolulu Community College is sufficient to ensure necessary course offerings for AA program students seeking to complete the requirements of their degree program. Infrastructure and planning processes are in place to ensure other interested faculty receive the necessary training and support, enabling the ongoing growth in the number of distance course offerings.

14. Student Services
The College has a strong Student Services program, which provides appropriate and comprehensive student support services. In addition, the College’s Academic Support units, as well as developmental English, Mathematics, and English as a Second Language departments provide necessary and effective support of student learning and development. The missions of all of these instructional and service programs are in alignment with the College’s mission. The effectiveness of these support efforts is reflected in demographic indicators of students being served, results of student satisfaction and engagement surveys, and assessment findings regarding students’ achievement of SLOs. Standard committee findings verify that the support of students offered by these units meets the needs of the students the institution serves and are consistent with the College’s mission. All of these programs are required to submit Program Review reports to ensure continued program effectiveness.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement. The College has a well-established infrastructure for support of distance education students. This includes links for all students in Honolulu Community College distance education courses to sites enabling access to Student Services support services including admissions and records, counseling and financial aid options and services. There are also clear web links to other academic support services provided by the College including learning
resource departments such as the Library, the College Skills Center and the Information Technology Center.

15. Admissions
The College operates based on admission policies that are consistent with its open-door mission. A review of the College Catalog, the information posted on the Internet, and all program specific publications makes clear that admissions policies explicitly and clearly communicate the appropriate qualifications of students for specific programs.

*The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement.* The College has an established infrastructure for support of distance education students. There are clear and accessible web links to all College catalog information which make clear admissions policies and requirements. Students can utilize email or phone contact information to seek help and guidance from members of admissions and records, counseling and the Financial Aid office.

16. Information and Learning Resources
Review of Standard committee findings indicates that the College provides long-term access to necessary information and learning resources and services required to support the meeting of the College mission and the mission and SLOs of its programs. This applies to those courses offered in class, as well as courses offered on other sites or via DE delivery.

*The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement.* The College has an established infrastructure for support of distance education students as well as for instructors developing courses. There are clear and accessible web links to critical information and learning resources departments such as the Library, the College Skills Center and the Information Technology Center.

17. Financial Resources
The College has the necessary funding base, financial resources, and financial development plans to effectively support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. The College relies primarily on public funding by the State general fund. The College receives additional financial resources through tuition, fees, grants, and contracts. The College adheres to the two-year State budget cycle and budget guidelines and controls of the UH system. In addition to State regulations, in the case of contracts and grants, the College also complies with the rules of the funding organization.

*The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement.* Any additional costs entailed in making this change to the AA program, for example in terms of computer support for faculty, will be absorbed through additional resources sought through the Strategic
Planning process for budget requests, grant funding, and reallocation of existing resources. The College's financial stability will not be impacted.

18. Financial Accountability
University of Hawai'i's consolidated financial statements are prepared in accordance with Government Standards Board principles, which establish standards for external financial reporting for public colleges and universities. The financial audit is part of the A-133 audit required by the federal government (US Department of Education). Furthermore, the College’s Financial Aid office is audited annually as part of the A-133 audit. Historically, there has not been a separate audit of the community colleges because they are part of the UH system. However, beginning with the fiscal year ending June 30, 2005, the University audit contract has been modified to include a presentation of a combined balance sheet and income statement by the University’s community college system as supplemental information to the University’s consolidated financial statements, including an opinion on such supplemental information in relation to the University’s consolidated statements taken as a whole. These audited financial statements will be submitted as soon as they are received. By virtue of State law, the College is prohibited from and does not operate under, a deficit.

The proposed change to the AA program will not affect the College's ability to fulfill this eligibility requirement.

19. Institutional Planning and Evaluation
The College has created the infrastructure and processes necessary to ensure systematic evaluation of all programs and College functions. Ongoing evaluation and improvement activities have as their focus assessment of SLOs and fulfillment of service outcomes. The College has in place mechanisms for publicizing results of institutional research and assessment. The College has significantly improved methods of integrating assessment, planning, institutional structures and processes, promote enhanced student achievement of educational goals, and continually improve student learning. As a result of the integration of assessment activities and governance bodies and processes, the College has in place a system that ensures decisions on resources and strategic activities are based on how best to improve the institution. Evidence for these links are review of the Strategic Plan (and review process), minutes of major governance committees, the creation and actions of the Planning Council, and Program Review and Annual Assessment reports and utilization of information gained form these reviews.

The proposed change to the AA program will not affect the College's ability to fulfill this eligibility requirement. The AA program is fully integrated into the College's planning and assessment cycles and processes. The Distance Education program has established an assessment plan which includes programmatic as well as course assessment cycles. The ability to identify and
seek resources to meet the needs for distance education activities is clearly available through existing strategic planning processes.

20. Public Information
The College Catalog is published in hardcopy and on the Web. Review of the College Catalog indicates that the College publishes accurate, current, and necessary information for its constituencies. Information provided includes the College’s address and contact information, the Mission and Goals Statement, and relevant and up-to-date information about course, program, and degree offerings (e.g., program SLOs, program requirements, program length, and other necessary information). The Catalog includes an academic calendar with all crucial deadlines indicated. Under the headings “General Information”, “Student Services”, “Academic Regulations”, “Tuition and Fees”, and “Degrees and Certificates”, the Catalog contains all the information outlined in these eligibility criteria. In the case of documents and policies too lengthy for inclusion, the Catalog indicates where this documentation is available.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement. The College catalog will reflect the fact that students in the AA program have the option of completing the majority of their degree requirements via distance delivery.

21. Relations with the Accrediting Commission
The College affirms that the institution strictly and in good faith adheres to the eligibility requirements and accreditation standards and policies of the Commission. The College describes itself in consistent terms; however, at present it does not have any relations with other accrediting agencies for any of its degrees. A review of past correspondence and ACCJC/WASC actions confirms that the College communicates any changes in its accredited status and readily and immediately discloses information required by the Commission in carrying out its accrediting responsibilities. The College complies with all Commission requests, directives, decisions, and policies, including complete accurate and honest disclosure.

The proposed change to the AA program will not affect the College’s ability to fulfill this eligibility requirement. The current process of submitting a substantive change request in compliance with ACCJC-WASC requirements is indication of the College maintaining its good relationship with the Accreditation Commissions.
Evidence that Accreditation Standards will be Fulfilled

Standard I: Institutional Mission and Effectiveness

The Honolulu Community College Associate in Arts (Liberal Arts) program demonstrates a strong commitment to the College mission which emphasizes achievement of student learning and a commitment to communicating that mission internally and externally. The program uses quantitative and qualitative data, and analyses of the data, in keeping with the College commitment to an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Mission

The offering of Associate in Arts (Liberal Arts) courses through distance education is congruent with the College mission to: “to serve the community as an affordable, flexible, learning-centered, open-door comprehensive community college that meets the post-secondary educational needs of individuals, businesses, and the community.”

The HCC Associate in Arts (Liberal Arts) program has made substantial progress toward measuring student learning outcomes (SLOs) and DE-related services to ensure alignment with the College mission, following a complete cycle of assessment. As part of Program Review reports (annual and cumulative five-year), AA program outcomes, which are in part met by distance delivered courses, are explicitly in alignment with the College mission. All courses, whether they are classroom or distance delivered, are designed to meet accreditation standards and maximize student achievement of learning outcomes. In addition to procedures designed for classroom courses, the Distance Education Review Board has developed criteria and procedures to assure uniformity and quality with respect to AA distance delivered courses.

Improving Institutional Effectiveness

The Honolulu Community College AA program reflects a conscious commitment to support effective student learning, assess how well learning is occurring, and to makes changes to improve student learning. AA instructors meet on a regular basis as departments, divisions and as a program to discuss course and program improvements. The five-year AA program review report illustrates assessment processes are being implemented to reflect achievement of student learning outcomes.
Standard II: Student Learning Programs and Services

The Associate in Arts (Liberal Arts) program offers high-quality instructional programs and the College’s student support services, and library and learning support services provide the requisite support for students to achieve stated student learning outcomes. The Associate in Arts (Liberal Arts) program provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Instructional Programs

The Honolulu Community College Associate in Arts (Liberal Arts) program offers high-quality instruction and maintains currency with developments in the various Liberal Arts fields culminating in identified student outcomes leading to degrees, certificates, employment, and/or transfer to other higher education institutions or programs consistent, with its mission. Classroom and Distance Education courses are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

The distance delivered Associate in Arts (Liberal Arts) Program, with the assistance of the Distance Education Review Board, assures through periodic review that the delivery of all Associate in Arts (Liberal Arts) courses is compatible with the College’s mission. Program faculty members, with the assistance of the Assessment Committee, are assessing multiple-section courses to assure uniformity of instruction across all sections of Associate in Arts (Liberal Arts) courses. The distance program as a whole undergoes periodic review of services to students and acts on the results of those assessments. The DEAC has approved an official Distance Education assessment plan outlining the cycle of assessment to be carried out at the program level (assessment of program effectiveness is done by students, and separate instrument assesses feedback from DE faculty and staff). The plan indicates a timeline for discussion and analysis of assessment results, with the goal of identifying needed action steps for program improvement. The plan also includes a timeline for assessment of student achievement of individual courses SLOs, including comparison of results from face to face and distance delivered modalities of the same course with the same instructors.

Evidence: Distance Education Assessment Plan

Assessment of course SLOs is done through a number of methods, including imbedded assessment of WI courses and knowledge surveys. Pre- and post-tests are conducted in many distance classes to determine ‘value added’ as well as student achievement of Student Learning Outcomes. These assessment results are included in the annual five-year report. Assessment of Student
Learning Outcomes, both at the program level and the course level, are conducted routinely. For example:

**Course SLOs:**
Course SLOs in many of the distance classes are currently measured each semester by the use of online knowledge surveys. The Distance Education Advisory Committee has created an assessment plan to ensure all distance courses participate in a cycle of course assessment. Some instructors who teach distance and in-class versions of the same class are carrying out concurrent assessment to ensure similar student achievement of course SLOs. The intent is to have all distance instructors carry out this kind of evaluation on an established cycle.

**Evidence:** Knowledge Survey Instruments
[http://honolulu.hawaii.edu/surveys/EVALS](http://honolulu.hawaii.edu/surveys/EVALS)

**Program SLOs:**
Program SLOs are measured by the successful completion of course SLOs as linked and mapped to program SLOs, as well as by documented evidence of retention and the number of earned certificates and degrees. The College is carrying out ongoing assessment of SLOs in classes that are required components of the AA degree including knowledge surveys and departmental imbedded assessment by those teaching Focus Requirement courses such as the Writing Intensive and Ethical Focus classes. Distance courses are an integrated part of the program review process.

Many College faculty utilize knowledge surveys to assess student learning in their classes (face to face and distance delivered). To support this direction and expand application of this form of assessment, the College recently received a Perkins grant to fund the development of a College-based program which will facilitate the ability of instructors and departments or disciplines to create knowledge surveys and enable more rapid production of reports.

University College faculty gather every semester to discuss Liberal Arts program effectiveness and insure that the program continues to meet changing conditions and standards in the industry.

**Student Support Services**

The Associate in Arts (Liberal Arts) program recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student
support services including achievement of student learning and service outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services. Student access to these services via the web are clearly established and accessible. The DE program carries out periodic assessment of the adequacy of these student support services for distance students in accordance with the Distance Education Assessment Plan.

Evidence: Distance Education Surveys and Reports
http://honolulu.hawaii.edu/surveys/OFFICE.htm

Evidence: Distance Education Page (several links)
http://honolulu.hawaii.edu/intranet/distance/index.html

Library and Learning Support Services

The Library and other learning support services for students are directly linked to websites distance student use to access the Liberal Arts program. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. Honolulu Community College provides requisite access and training for students so that library and other learning support services may be used effectively and efficiently. The College, and the Library staff, systematically assess these services, measuring achievement of student learning and service outcomes, gathering faculty and student input, and through direct assessment of student satisfaction on a periodic basis in accordance with the DE Assessment Plan.

Evidence: Distance Education Surveys and Reports
http://honolulu.hawaii.edu/surveys/OFFICE.htm

Standard III: Resources

The Associate in Arts (Liberal Arts) program, including its Distance Education component, effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Human Resources
The Associate in Arts (Liberal Arts) program employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the Associate in Arts (Liberal Arts) program demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning through inclusion in University College Division operations. Existing faculty and
staff development committees are specifically targeting professional development in the areas of distance delivery including topics of technological tools and utilization, and pedagogy. The University of Hawaii Information Technology Services department also conducts training sessions for faculty interested in teaching Distance Education Courses. The University of Hawai‘i system provides many opportunities throughout the year for professional development specifically related to educating utilizing distance delivery options.

Physical Resources
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Identification of needs and submission of AA as well as DE program needs are carried out through existing program review and strategic planning processes.

Technology Resources
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning through committees such as the Technology Advisory Committee, Distance Education Advisory Committee and Information Technology Center processes. The College has upgraded Internet and other networking services to support the delivery of Distance Education courses. The College has just transitioned from WebCT to the UH system adopted Laulima Distance Education course management software, which means distance delivery platform needs are now supported by Honolulu Community College technology support as well as by University of Hawaii technology personnel and resources. The DEAC is focusing on the issues of technical support for distance education as a priority for continued committee analysis and actions.

Financial Resources
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. Where needed, the College is prepared to undertake reallocation to meet the needs to support anticipated future growth in distance course offerings. Ongoing ‘Olelo grants provide additional revenue which support the creation of cable courses as well as support distance support in general.

Standard IV: Leadership and Governance
The College has in place the necessary governance and leadership infrastructure and processes to ensure effective oversight and leadership of the Distance Education program and specifically the distance education component of the AA degree. The Dean of University College is the administrative leader for both the
Liberal Arts program and the Distance Education program. The College has established a Distance Education Coordinator, responsible for oversight of all issues related to quality of distance education offerings including ensuring appropriate curriculum review of courses, scheduling, implementation of assessment activities, and ensuring alignment with system distance education committees, policies and activities.

The Faculty Senate Executive Committee created a campus committee, the Distance Education Advisory Council, specifically charged to work with the DE Coordinator to address and improve all areas of distance delivery, including technical support, support services issues, faculty and staff training and development.

Distance delivered courses are explicitly integrated into all existing College processes including curriculum and assessment processes.