UNIVERSITY OF HAWAI‘I
Honolulu Community College

Substantive Change Proposal

Music and Entertainment Learning Experience (MELE)
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A. Description of the Proposed Change – Creation of a new Program

Honolulu Community College (HCC) proposes to offer an Associate in Science degree in music business and audio engineering technology. The Music & Entertainment Learning Experience (MELE) program will be a unique degree within the University of Hawai‘i System. This program will provide students with educational pathways to careers in the music industry, with a focus on curriculum related to the music business and audio engineering technology.

Hawai‘i has a notably high concentration of raw musical talent, but has not developed the support infrastructure to aid individual entertainers and musicians in the progression of their careers. The MELE program will provide an educational foundation and base of technical and musical knowledge needed to nurture and foster careers in the music and entertainment industry. The MELE program consists of a comprehensive music business and audio engineering technology curriculum to meet the training requirements for entry-level employment in the music industry. The curriculum combines a focus on academic grounding in cultural and communications knowledge with hands-on expertise in technical and business applications in the music industry, to prepare students to work in the rapidly evolving global music industry of the 21st century.

The MELE program will promote the business and profession of music in Hawai‘i across the spectrum of this field, from careers in songwriting and record production to applications of understanding of management of music artists and publishing.

Mission and Goals of the MELE Program

To serve the community as the premier, comprehensive program that fosters and promotes music industry professions from technical production, songwriting to artist management and music publishing

Goal 1: Community Create community-driven programs and encourage community participation
Objective: A program with a sense of community ownership is likely to succeed and garner widespread support.
Steps:
• Establish advisory group of music industry professionals and others
• Solicit community input through statewide meetings and forums
• Provide community learning forums

Goal 2: Education Establish an accredited educational program that supports and fosters the local music industry community
Objective: An increase in well-trained, educated music professionals will benefit the state socially and economically.
Steps:
• Develop curriculum
• Solicit institutional buy-in
• Design and implement two-year degree program with a variety of focus areas
• Ongoing program evaluation and assessment

Goal 3: **Facility** Envision and build a state-of-the-art, community-accessible venue for teaching, learning and sharing

Objective: MELE’s success will be maximized with the provision of a world-class venue and tools to meet industry demands

Steps:
• Design facility that allows for maximum program benefit
• Identify site that is central, convenient, safe and affordable
• Develop facility management plan and operating budget
• Solicit funding (public/private)
• Construct facility

Goal 4: **Visibility** Increase program visibility and community buy-in through effective communications

Objective: Community-wide support resulting from broad visibility will strengthen the program and attract participants.

Steps:
• Promote program through advertising and public relations
• Create an effective website
• Establish relationships with print and broadcast media
• Network with community stakeholders
• Foster national and international relationships
• Report regularly on program successes and shortfalls

Goal 5: **Administration** Effectively administer MELE Program for maximum participant and community benefit

Objective: A fiscally sound, well-run program will establish MELE as a community leader with clear goals and objectives

Steps:
• Create operating budget based on strategic plan
• Identify ongoing sources of funding
• Solicit qualified and effective program instructors, mentors and staff
• Periodically evaluate program qualitatively and quantitatively
• Re-visit and revise strategic goals and objectives every five years to better serve participants and community

**MELE Program Student Learning Outcomes:** Upon successful completion of the Music & Entertainment Learning Experience courses, the student will be able to:

• Explain the careers, contracts, law, processes and economics of the music business
• Demonstrate an understanding of the use of recording technology
• Demonstrate the ability to solve technical problems
- Prepare public relations programs for entertainment and music business clients
- Describe various types of intellectual property and copyright laws within the music industry
- Identify the role of music publishing in entertainment and music business
- Demonstrate an appropriate mastery of techniques and skills used in operating studio equipment and sound systems
- Describe the economic, musical & technological developments and new business models of the recording industry
- Demonstrate an understanding of music production
- Demonstrate an understanding of professional and ethical standards in entertainment and music business
- Describe the importance of appreciation of diversity and global perspectives in music business and entertainment.

**Music Business Learning Outcomes**

Upon successful completion of MELE Music Business Track courses, the student will be able to:
- Identify and explain the career pathways and various income streams of the music business
- Prepare public relations programs for entertainment and music business clients
- Describe various types of intellectual property and copyright laws within the music industry
- Identify the role of music publishing in entertainment and music business
- Demonstrate an understanding of professional and ethical standards in entertainment and music business
- Describe the importance of appreciation of diversity and global perspectives in music business and entertainment.
- Describe the economic, musical & technological developments and new business models of the recording industry

**Audio Engineering Learning Outcomes**

Upon successful completion of MELE Audio Engineering Track courses, the student will be able to:
- Demonstrate an understanding of the use of recording technology
- Demonstrate the ability to solve technical problems
- Demonstrate an appropriate mastery of techniques and skills used in operating studio equipment and sound systems
- Describe the economic, musical and technological development of the recording industry
- Demonstrate an understanding of music production
- Demonstrate an understanding of professional and ethical standards in entertainment and music business
- Describe the importance of appreciation of diversity and global perspectives in music business and entertainment.
- Recognize and appraise musical and technical differences in audio examples using critical listening skills
- Demonstrate basic electronic audio signal flow in the recording studio, and for live sound reinforcement
- Demonstrate an ability to analyze and solve acoustical problems involved in concert and live performance sound reinforcement
- Demonstrate an ability to design, configure, and operate digital and electronic systems for audio recording and sound reinforcement

B. Description of the Program to be Offered

The MELE program will offer two distinct degree paths. The Associate in Science in MELE - Music Business and Production track, and the Associate in Science in MELE - Audio Engineering Technology track. Both degree programs may be earned during a four-semester sequence. The degree requirements for both paths are listed below. (Course Sequencing - Appendix A).

Music Business & Production (61 credits)

General Education (21 credits)
ENG 100  English Composition I
HIS 151  World Civilization
HWST 107  Hawaii: Center of the Pacific
MATH 115  Statistics
MUS 253  Basic Experiences in Music
PHIL 101  Introduction to Philosophy: Morals and Society
SP 151  Personal and Public Speech

Major Requirements (40 credits)
ACC 201  Elementary Accounting I
ACC 202  Elementary Accounting II
BLAW 200  Legal Environment of Business
ECON 131  Principles of Economics
MATH 100  Survey of Math
MELE 101  Survey of Music Business
MELE 110  Survey of Recording Technology
MELE 102  History of the Recording Business
MELE 201  Intellectual Properties
MELE 202  Public Relations in the Music Industry
MELE 203  Music Publishing
SCI 121  Introduction to Science: Biological Science
SSCI 193V  Cooperative Education
Audio Engineering Technology (60 credits)

General Education (24 credits)
- ENG 100  Composition I
- HIS 151  World Civilization
- HWST 107  Hawaii: Center of the Pacific
- MATH 100  Survey of Math
- MUS 253  Basic Experiences of Music
- PHIL 101  Introduction to Philosophy: Morals and Society
- PSY 100  Survey of Psychology
- SP 151  Personal and Public Speech

Major Requirements (36 credits)
- CENT 112  Fundamentals of Electronics
- JOUR 150  The Press and Society
- MATH 140  Pre-Calculus
- MELE 101  Survey of Music Business
- MELE 110  Survey of Recording Technology
- MELE 210  Studio Production I
- MELE 211  Sound Reinforcement
- MELE 212  Audio Engineering I
- PHYS 100  Survey of Physics
- PHYS 100L  Survey of Physics Lab
- PHYS 201  Physics for Audio Technology
- SSCI 193V  Cooperative Education

MELE music business and audio technology major courses are modeled on similar courses from Belmont University in Nashville, Tennessee. Belmont University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The MELE program, including the sequencing of courses and general education components of the program, was designed by Honolulu Community College to meet industry needs, as well as to foster articulation of courses with Belmont University, one of the nation’s premier music business programs. Under a joint agreement, Belmont University shared their expertise in this field with HCC, which was invaluable in developing course and program curricula at HCC, as well as providing faculty development opportunities. This relationship was helpful in identifying and formulating HCC MELE degree requirements that reflect industry standards and state of the art technology.

As part of this relationship, a two-way videoconference system was established which provides course support for Honolulu Community College instructors. Honolulu Community College, as a best practice, patterned its courses on Belmont University’s courses and their content, however, the College retains full control of the curriculum including the ability to modify course and program curriculum and sequencing in response to evolving industry and student learning...
Initial Interdisciplinary Studies (IS) Courses were presented and reviewed by the college’s Committee on Programs and Curricula (CPC) in 2007; courses explicitly intended as part of the MELE program, and the MELE program itself, were approved in December 2008. All curricula have course Student Learning Outcomes established by Honolulu Community College faculty.

C. Description of the Planning Process

MELE is the result of a grassroots request for a program in music business. Community leaders, including local music business leaders, approached academic leaders at Honolulu Community College with this idea. A gathering of individuals in the local music industry followed; this group strongly supported the formation of a music business program in Hawai‘i. Local and national music business leaders suggested that one of the premier music business university programs, Belmont University in Nashville, could provide expertise in helping form the program in Hawai‘i.

Subsequent discussions between Belmont University and Honolulu Community College resulted in an agreement designed to create a music business program at Honolulu Community College. State Governor Linda Lingle featured the proposed program as a highlighted goal in her 2007 State of the State address. The governor’s commitment translated into targeted funding; the Governor’s innovation package included funding for MELE. The final Legislative appropriation was $150,000.

Following discussions among the faculty in the campus departments, which would be providing key courses making up the program curriculum, a proposal was created to initiate this new program. The MELE program was introduced to Honolulu Community College Planning Council at its February 23, 2007, meeting. The discussion of where this program would be housed was decided through discussions at meetings of the College Leadership Team, the Committee on Program and Curriculum, as well as at affected academic divisions. The discussion of the fiscal implications for the College of funding positions for this proposed new program was introduced into Planning Council discussions. The MELE program was integrated into College’s strategic and budget discussions.-

Proposals for two experimental courses were presented to the Committee on Programs and Curricula in April 2007. These experimental courses, Survey of Music Business, and History of the Recording Business, were established as Interdisciplinary Studies courses reviewed by the CPC and offered in fall 2007. Two more experimental courses, Survey of Recording Technology and Intellectual Properties, were reported to the CPC in September 2007 and offered in spring 2007.
The MELE program directly supports the mission of the University of Hawai‘i system as:

_The common purpose of the University of Hawai‘i system of institutions is to serve the public by creating, preserving, and transmitting knowledge in a multi-cultural environment. The University is positioned to take advantage of Hawai‘i’s unique location, physical and biological environment, and rich cultural setting. At all levels in the academy, students and teachers engage in the mastery and discovery of knowledge to advance the values and goals of a democratic society and ensure the survival of present and future generations with improvement in the quality of life._

The MELE Program supports the following University of Hawaii Community College Strategic Outcomes and Performance Measures 2008-2015:

2.4 Increase by 5% per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percent of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

3.1 Increase by 3% per year the number of graduates in programs, or students who transfer to baccalaureate programs, that lead to occupations where the average wage is at or above the U.S. average ($38,651).

3.2 Contribute to the development of a high-skilled, high-wage workforce through the establishment of new education and training programs that lead to employment in emerging fields identified as innovative and knowledge-intensive opportunities.

The Music & Enterprise Learning Experience program also clearly supports and enhances the fulfillment of Honolulu Community College’s mission. The College mission states, Honolulu Community College is committed 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.

Serve the Pacific Rim as the primary technical training center in areas such as transportation, information technology, education, communications, construction and public and personal services.

The mission statement also includes a series of specific goals to enable the College to fulfill this mission. Adding the MELE program will manifestly support the following Honolulu Community College goals:
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.

To provide co-curricular programs and activities to promote student learning and development and to prepare students for leadership roles and responsibilities in a global community.

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

The MELE program, through its mentoring relationship with Belmont University will establish a premier training center for music business and audio engineering technology in Hawai‘i. (Appendix B) The program will support the economic development of Hawai‘i and its music industry. The establishment of the new MELE program will develop a high-skilled, high-wage workforce in the emerging music business and audio engineering fields, identified as innovative and knowledge-intensive opportunities. In addition, the curriculum focus will contribute to the development and production of different genres of music in Hawai‘i, a state where ethnic and gender diversity is appreciated, respected and promoted. Enrollment projections of the new MELE program anticipate a beginning enrollment of 40 students, with an increase to 80 students by FY 2011.

In seeking legislative appropriations, an assessment of employment needs took place, including projections of future workforce needs. These findings indicated that the MELE program would fill an underserved niche in workforce development and training.

<table>
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<tr>
<th>SOC Code</th>
<th>Description</th>
<th>2006 Jobs</th>
<th>2017 Jobs</th>
<th>New Jobs</th>
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<tr>
<td>27-2041</td>
<td>Music directors and composers</td>
<td>659</td>
<td>764</td>
<td>105</td>
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<tr>
<td>27-2012</td>
<td>Producers and directors</td>
<td>585</td>
<td>725</td>
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<td>27-2042</td>
<td>Musicians and singers</td>
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<td>2015</td>
<td>538</td>
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<tr>
<td>27-2099</td>
<td>Entertainers and performers, sports and related workers</td>
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<td>692</td>
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<td>27-4011</td>
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<td>27-4014</td>
<td>Sound engineering technicians</td>
<td>75</td>
<td>100</td>
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</tbody>
</table>

Occupation Data
Region: State of Hawaii
(Source: Economic Modeling Specialists, Inc. 4/07)
The overall goal of the program is to produce and cultivate music industry talent to greatly expand existing music industry capacity, and to create new technologically enhanced intercultural forms of music. Through the establishment of this new program, Hawai‘i will successfully enter these fields through partnerships with state and federal funding sources, Belmont University (and other transfer institutions), and private sector supporters; the economic reward for the state will be significant. This program will also enhance the College’s ability to offer diverse academic and professional opportunities.

Currently the College employs talented lecturers with experience in the fields of music business, production and audio engineering. The College funded travel of two key lecturers to Belmont University over the summer of 2008 for professional development in these fields. During this activity, the HCC lecturers were given the opportunity to work one on one with the faculty of Belmont through the summer 2008 course offerings. The College has reallocated the position and funds necessary for hiring a full-time Coordinator/ instructor. A $750,000 Title III equipment and construction grant has been secured for the renovation of a studio space adjacent to the MELE classroom.

The anticipated changes resulting from creating this new program are primarily impact on physical resources and use of classroom space. To offer the initial, experimental courses for this program, the College secured classroom space through relocation of the Emeritus College to another location. Once the program is approved, the creation of recording studio space will necessitate the relocation of classroom facilities for non-credit and credit classes primarily impacting Information and Computer Science for the creation of a second dedicated classroom. Because renovations are being funded through a Title III grant and monies outside the general funds budget, MELE expenses will have a relatively small impact on other programs. Outside funding sources from existing grants will cover startup costs for the new program. The College has identified the funding needed to initiate, expand and sustain this program. The necessary funding is available through legislative appropriations, grant funding, and College budget allocations. It is not anticipated that funding this new program will have a negative impact on other College programs.

D. Evidence of Adequate Resources

Human Resources and Management

MELE courses have been taught as experimental Interdisciplinary Studies (IS) courses for the past three semesters. These courses are taught by lecturers, allowing the College to utilize the expertise of teachers with requisite highly specialized professional experience. The College currently employs two lecturers, one with experience in music business and the other with experience in
audio engineering, to teach IS courses. (Appendix D) These faculty were hired by the Dean of University College, who provides administrative oversight. The Division Chair of the Humanities and Social Sciences Division provides divisional oversight of scheduling and staffing, and ensures implementation of the established process for lecturer evaluation. Program coordination is the responsibility of the current half-time Title III Coordinator.

The intended permanent staffing for this program includes the hiring of a full-time faculty member as a Coordinator whose duties will include oversight of the program including staffing, resources, implementation of program assessment and planning activities, as well as some instructional duties. In spring 2008, the institution reallocated a vacant faculty position to create the MELE Coordinator’s position. The position could be filled by the end of this semester. (Appendix E)

One of the lecturers has, as an explicit part of his workload, the responsibility for providing technical support of program equipment and classroom functioning. The intention is to hire a full-time technical support APT (administrative, professional, technical position) to carry out these responsibilities in the future. Also, either through anticipated additional funding from the State, or through reallocation if needed, another full-time instructional faculty member will be added to this program with responsibilities for instruction, curriculum development, ensuring educational quality and consistency through hiring of specialty lecturers, and to share in departmental and divisional responsibilities.

The College, with input from key planners and the Title III Coordinator is in the process of forming an advisory board made up of industry stakeholders and potential employers. This board will play an important role in ongoing curriculum review and evaluation of student achievement of program outcomes.

Financial and Physical Resources
In its 2007 session, the Legislature passed Act 11, First Special Session of Hawai‘i that provides $150,000 in operating funds to implement MELE for FY 2008 and FY 2009. The College received in FY 2008 a one-time grant from the State of Hawaii’s Department of Business, Economic Development and Tourism (DBEDT) of $120,000 and will be receiving approximately $100,000 for FY 2008 from US Department of Education Title III federal funds. In 2008, the program received its first private donation of $100,000, which supports, academics, student services, studio maintenance & electronics, and professional development opportunities. Currently, the Coordinator and two lecturers are funded through these funds. The College has reallocated an instructor position to be able to hire a permanent Coordinator/instructor for this program. Honolulu Community College submitted a program change request as part of the University of Hawaii budget submission to the legislature to institutionalize three positions for MELE program. (Appendix H) This program request received highest priority in the supplemental request submitted by the UH system and was
included in the Governor’s budget. However in the face of current fiscal realities, if these positions are not immediately funded, the College is prepared to reallocate vacant positions to fill the needs of the MELE program. Long-term equipment needs will be met by MELE program participation in College’s established strategic planning processes, as well as through efforts to secure extramural grants.

All MELE classes will be conducted in two classrooms dedicated to the program. One classroom already fitted for current course needs features a two-way videoconference system, sound recording booth and audio mixing panel. Grant funding has been secured to convert a second classroom space into a recording studio which will accommodate the audio engineering technology courses. (Appendix C) Funding from Title III as well as additional State of Hawai‘i funding will cover the necessary renovation and purchasing of equipment for the start up of this program. Renovations will be completed this summer, and the program will have in place all needed equipment and classroom space to offer program courses. Title III funding is secured until 2011, with possible extension after this date.

For future equipment needs, for example to meet changing industry standards, the program will pursue established avenues and College processes in place for technically based programs seeking monies: grant funding (e.g. Perkins grant funding), industry partnerships, specific budget requests to the legislature, and demonstrating critical need for allocation or reallocation of College funds through established assessment-based strategic planning and budgeting processes. Ongoing supply funds and other operating costs will be integrated into the University College budget for this program.

Processes to Ensure Quality Instruction
The MELE program will be part of the University College Division and as such will comply with all established College assessment expectations. This program will be monitored under existing program assessment cycles. MELE will be required to submit annual program reviews (annual assessment reports) as well as a comprehensive five-year review. The goal is to have MELE accumulate and analyze data regarding initial student performance and program effectiveness over the next academic year, submitting its first formal annual assessment in fall 2010. As a newly approved program, careful review and reporting will be required at the College, University of Hawaii Community College System and for the Board of Regents.

The College is currently in the process of creating an advisory board made up of individuals from the local music industry and business leaders, many of whom were strongly in support of the creation of this program. This advisory board will provide necessary input into the integrity and currency of the curriculum of the MELE program as well as helping to evaluate program effectiveness, including student achievement of program outcomes. The advisory board will be drawn
from the music industry and music business individuals who gathered to support the formation of the program.

Review and approval of MELE courses by the College’s Committee on Programs and Curricula took place during fall 2008 for implementation in Fall 2009. All program course submissions approved included explicit course Student Learning Outcomes. (Appendix I)

In the experimental classes currently being offered, evaluation and assessments are already taking place, including student evaluations of instructors, peer classroom evaluations and conducting of ‘knowledge surveys’ (a method for evaluating student achievement of SLOs widely used in the University College division). (Appendix J) The Title III Coordinator is discussing with the lecturing faculty methods to evaluate student achievement of program student learning outcomes, in particular the possibility of portfolio evaluation.

Current students have met with studio personnel in the field and the program will include a cooperative education component which will allow students to gain practical experience in recording studios and music business companies. These cooperative education classes will be arranged, monitored and assessment of student performance carried out by the College’s Cooperative Education department.

**E. Evidence of Appropriate Approvals**

MELE courses and the program proposals received the necessary review and approval in fall 2008, going through the University College and the Communications and Services Division Curriculum Committees. Program and course proposals were approval by the campus-wide Committee on Programs and Curricula. These proposals were reviewed and signed off on by the Division Chair, Academic Deans, the Vice Chancellor of Academic Affairs, and the Chancellor.

Evidence: Committee on Programs and Curricula Minutes, December 2008
[http://honolulu.hawaii.edu/intranet/committees/min0809/CPC121208.pdf](http://honolulu.hawaii.edu/intranet/committees/min0809/CPC121208.pdf)

On January 23, 2008, the Council of Chief Academic Officers approved the program proposal. The Board of Regents of the University of Hawai‘i approved the proposal at its March 13, 2008, meeting.

Evidence: Council of Chief Academic Officers meeting minutes - page 3
[http://www.hawaii.edu/vpaa/cms/CCAO_Meeting_Summary_012308.pdf](http://www.hawaii.edu/vpaa/cms/CCAO_Meeting_Summary_012308.pdf)

Evidence: Board of Regents Minutes – pages 1-3; 7
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 is specific reference to any anticipated impact of 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 creation of the new MELE program will not adversely 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 are published on the College’s Web site and are included in the College Strategic Plan. The College’s Mission and Goals Statement are 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 creation of the new MELE program will not adversely affect the College's ability to fulfill this eligibility requirement. Addition of the MELE program will in fact enhance the College's ability to meet its mission. MELE would be a unique program, serving an unmet need for students of Hawai‘i and throughout the Pacific Rim, as well as broadening the choice of technically based degrees offered by the University of Hawai‘i system. MELE will be in compliance with all
institutional processes to ensure program effectiveness and facilitating successful student learning.

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 articulate 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 creation of the new MELE program will not adversely 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 creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement.
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 to perform administrative responsibilities.

The proposed creation of the new MELE program will not adversely affect the College's ability to fulfill this eligibility requirement. The new MELE program will be part of the University College division and will receive the necessary Administrative oversight and support.

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 creation of the new MELE program will not adversely affect the College's ability to fulfill this eligibility requirement. The addition of MELE to College program offerings will increase the choice and opportunities for career training and professional development for students across the state. The building of new classroom facilities through grant monies will enhance the technical training capabilities of the College. By offering two tracks, the College is adding two new professional directions for students to pursue in fields that are popular, global in nature, and represent a strong economic sector (arts and entertainment.)

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 creation of the new MELE program will not adversely affect the College's ability to fulfill this eligibility requirement. The addition of MELE to the College’s program offerings will increase choices and opportunities for career training and professional development for students across the state. By offering two degree tracks, both unique in the state, the College is adding new professional directions for students to pursue in fields that are popular, global in nature, and represent a strong economic sector (arts and entertainment.)
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 creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement. As the included curriculum demonstrates, there is a strong commitment to inclusion of substantive general education as well as technical components in the program. The integrity of the educational program, including general education requirements, has been reviewed and approved by existing College curriculum processes. The MELE program will be evaluated and assessed based on the existing College processes of program review and reflect the institution’s commitment to ongoing program improvement. Student learning outcomes are included in all program courses, there are program level student learning outcomes for both degree tracks and assessment methods are already being implemented at the course level. Program faculty will continue to review and refine assessment methods.

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 creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement. The structure and requirements of this program, approved by the curriculum process, ensure the College continues to meet high academic standards and protection of integrity through the rigor of the educational program, clear and consistent bases for awarding of academic credit, and the measurement of 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 student learning outcomes 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 creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement. The MELE program will be evaluated and assessed based on the existing College processes of program review and institutional commitment to ongoing program improvement. There are established program student learning outcomes for both degree tracks. All program courses have identified student learning outcomes. Assessment methods are already being implemented at the course level. Assessment methodology for program level student learning outcomes will be identified and in place by the time the program submits its first annual assessment (annual program review report). The MELE program will be included in the College cycle for cumulative (five-year) program review reporting.

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 creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement. As the included curriculum demonstrates, there is a strong commitment to inclusion of substantive and broad-based general education courses including writing, math, social sciences and humanities. As these courses in the program are all already part of the existing Liberal Arts program, these courses are products of existing curricular approval, assessment and hallmark certification standards and processes. The integrity of the educational program, including general education requirements, has been reviewed and approved by these existing processes.
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 creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement. All instructors at Honolulu Community College, full-time or lecturers, are protected by and are obligated to maintain the institution’s stated commitment to academic freedom.*

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 creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement. Lecturers, many of whom provide specialized expertise in key technical areas, will be selected based on established hiring processes, which ensure quality of instruction. All University College lecturers are required to comply with an established lecturer evaluation process, which includes annual submission of student evaluations, peer evaluations and statement of instructional philosophy. Full-time instructors will be hired based on established processes; once hired, program faculty are required to submit professional dossiers documenting how they are meeting all professional obligations to the students and College. There are already in place an ample number of established Honolulu Community College full-time and part-time faculty offering the general education courses to support MELE program students meet their program needs.*
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 creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement. The College has an established infrastructure for support of all program students. The Student Services division, which includes admissions, counseling and Financial Aid services will provide necessary support to new program students. The College can ensure ongoing, requisite support services for program students from information and learning resources departments such as the Library, the College Skills Center and the Information Technology Center. The creation of a new program and addition of new program students to the College community will not affect the College’s compliance with this requirement.

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 creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement. The College has an established student services infrastructure for support of all program students. Specific program information including necessary qualifications and prerequisites will be made explicit on the College’s web pages, as well as added to the Catalog.

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 creation of the new MELE program will not adversely affect the College's ability to fulfill this eligibility requirement. The College’s existing technical support services and network capabilities will be able to support this new program. In addition, the goals for permanently hired members of the program include the addition of a technician with explicit duties to support program technical needs.

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 creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement. The start up costs of this new program, including facilities renovations, purchasing of equipment and hiring of faculty and staff have been covered by grant monies from Title III, as well as state appropriations. This grant funding will continue for the next few years. The College is prepared to and able to institutionalize the funding for the maintenance of this program in the future through additional legislative funding for positions (anticipated based on the high prioritization for these items in most recent legislative discussions), ongoing pursuit of grants in particular targeting technical program needs, and if needed, reallocation. Current staffing with lecturers, funded by the general fund, is sufficient to meet student demand for the experimental courses. Increased course demand will be met through the hiring of full-time faculty member/coordinator. Current course offerings could be taught within the workload of a full-time faculty member.

18. Financial Accountability

UH’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 creation of the new MELE program will not adversely 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, and decision making to increase the effectiveness of 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 from these reviews.

*The proposed creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement. The MELE program will be fully integrated into existing College assessment processes and cycles, including annual assessment reports and cumulative (five-year) program assessment reports. Program representatives such as the Title III Coordinator have already and will continue to participate in strategic planning and budget request activities.*

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 creation of the new MELE program will not adversely affect the College’s ability to fulfill this eligibility requirement. The Catalog will be updated as soon as this new program is approved, providing accurate information for potential students. The College website also provides up-to-date information for all programs and information about MELE will be added to these pages promptly.

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 creation of the new MELE program will not adversely 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.
G. Evidence that Accreditation Standards will be Fulfilled

The MELE program will be fully integrated into College processes and procedures already in place to ensure meeting of all accreditation standards.

**Standard I: Institutional Mission and Effectiveness**

The addition of the MELE program reinforces the College’s strong commitment to its mission, in particular expanding the diversity of academic offerings and pathways. This new, unique program will help the College “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 “to serve the Pacific Region as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.”

The experimental courses being offered are already carrying out assessment of course student learning outcomes. Once approved, MELE program faculty and staff will fully participate in established systematic cycles of assessment, integrated and participatory planning, implementation of program improvement activities, and ongoing assessment to verify and improve program effectiveness in facilitating student learning.

a. Mission

This proposed addition of a new program is in direct alignment with the College’s stated 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 “to serve the Pacific Region as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.” The mission of the MELE program is in alignment with the College’s mission to provide greater access to diverse academic pathways and provide a broad offering of educational opportunities in technical fields, as well as a strong grounding in general education. The increased workforce opportunities this program represents directly enhance the College’s purpose and ability to serve the student populations of Hawai’i.

b. Improving Institutional Effectiveness

Those responsible for the initial course offerings in the MELE program have already demonstrated a clear commitment to ensuring effective student learning by assessing how well learning is occurring, and using this information for program and course improvement. Lecturer evaluations and student evaluations are being carried out, as are knowledge surveys. MELE lecturers and the Title III Coordinator meet regularly to discuss course and program improvements. Once
approved, the MELE program will be part of the Program Review process
established at Honolulu Community College, thus participating in institutionalized
assessment-based planning and prioritization of resources, and ongoing
curriculum review and revision for ongoing program improvement.

**Standard II: Student Learning Programs and Services**

Students in the MELE program will have access to all of the College’s student
and academic support services in place to enhance student achievement of
stated student learning outcomes. The MELE program will provide instruction by
those knowledgeable in their specific fields of expertise, as well as broad based
general education courses taught by the College’s talented Liberal Arts faculty.
MELE will be integrated into the existing College environment that supports
learning, enhances student understanding and reflects an appreciation of
diversity, and that encourages personal and civic responsibility as well as
intellectual, aesthetic, and personal development for all of its students.

**Instructional Programs**

There is a demonstrated commitment to ensuring instructors have the requisite
expertise as well as educational commitment to student learning. Once approved
and as the program grows, there will be a continued emphasis on securing
instruction by full-time instructors as well as part-time instructors who provide
quality instruction and maintain a curriculum that stays current with developments
in industry. Both pathways in this proposed new program will culminate in
identified student outcomes leading to degrees, certificates, employment, and/or
transfer to other higher education institutions and programs. Following approval
of the program, HCC and Belmont will officially approve an articulation
agreement that allows all credits within the program to transfer into Belmont’s
four year degree offerings. Articulation agreements with similar four-year
institutions will also be sought.

End-of-course surveys have been used since the introduction of the experimental
courses. Knowledge surveys pre-tests were given at the beginning of spring
2009 semester, with a post-test scheduled for the end of the semester, to
determine achievement of Student Learning Outcomes. Annual and Five-Year
assessments will be conducted to measure Program and Course Student
Learning Outcomes performance. An advisory committee will be established to
assess program effectiveness and insure that the program is current with
changing conditions in the industry. Based on Program Review, in particular
annual assessments, as well as advisory board feedback, MELE program faculty
and staff will ensure courses are systematically reviewed and revised as
necessary to assure currency, improve teaching and learning strategies, and
achieve stated student learning outcomes at the course and program level.
Student Support Services

Student support services at Honolulu Community College address the identified needs of students and enhance a supportive learning environment. All elements of the students’ institutional experience reflect the commitment to ensuring student access, progress, learning, and success. Two academic counselors will be assigned to have program responsibility to assist MELE students. In addition, the College already has in place a dedicated articulation/matriculation counselor; this individual will assist in the transfer of students to Belmont as well as other music business four-year programs. The institution systematically assesses student support services using a variety of assessment methods including faculty and staff input, as well as other appropriate measures in order to improve the effectiveness of these services.

Library and Learning Support Services

Library and other learning support services for students are sufficient to support this program; these include library services and collections, tutoring, learning centers, services for students with disabilities, computer laboratories, and learning technology development and training through the Educational Media Center. HCC Library staff provides targeted training sessions and will be able to ensure MELE students have access to print and electronic Library resources. The Library also responds rapidly to program requests for specific materials needed for support of instruction.

MELE will be utilizing specialized equipment used only by the music industry, e.g. mixing boards, and sound booths. Technical support of this equipment is currently the responsibility of one of the instructors. These duties will be undertaken by a dedicated program technical position in the future. The Educational Media Center will provide supplemental support for maintenance and repair of the MELE equipment. All Academic Support Services undergo assessment and program review and are part of the cycle of ongoing program improvement.

Standard III: Resources

The MELE program will effectively use its human, physical, technology, and financial resources to achieve its broad educational purposes and to improve institutional effectiveness.

Human Resources

Hiring of all MELE personnel has been, and will continue to be, based on compliance with all accreditation standards related to hiring, evaluation and ensuring maintenance of ethical and professional standards of faculty, staff and
administrators. The anticipated hiring of full-time faculty and staff will be conducted based on existing policies and procedures. Current College processes for evaluating and ensuring the professional growth and development of full- and half-time faculty will be used for MELE instructors and lecturers. These instructors will have the same access to faculty development and enhancement activities as faculty in other programs.

Physical Resources
Physical resources necessary to support MELE student learning and success are in place or in process. As discussed above, through generous Title III grant funding and targeted legislative appropriation, the College has fitted one specialty classroom and has the funds in place to complete the second. Funding is also secured for needed equipment for the start up of the program. Title III grant funding will extend at least until 2011.

Technology Resources
Technology resources and support on campus are sufficient to support the addition of this new technical program. Sustaining the necessary ongoing technical support for all campus needs will not be impacted. Title III funding has already enabled the creation of state-of-the-art sound recording capabilities and sound isolating equipment in the classroom. Renovation of a second classroom into a studio to be fitted with professional recording equipment will be completed before Fall 2009. The necessary technical support to maintain program technical needs is currently being met by one of the lecturers with this expertise. The College is committed to ensuring the ongoing technical support necessary for this program in the form of a dedicated technician.

Financial Resources
Financial resources are sufficient to support the addition of this program. The distribution of resources supports the development, maintenance, and enhancement of programs and services. Discussion of funding implications of MELE have been part of Planning Council strategic plan and budgeting sessions. Where needed, the College is prepared to undertake reallocation to meet the needs of the MELE program. In addition, there are a number of promising opportunities for outside funding for this program including technical-orientated grants, partnerships with industry groups, community grant support and further special legislative appropriations.

Standard IV: Leadership and Governance

The College has the necessary governance and leadership structure to ensure effective oversight and leadership of the MELE program. The Dean of University College is the administrative leader for the MELE program. This program will have a designated Coordinator who will oversee all elements necessary to ensure the program meets student needs, including ensuring needed resources
human, fiscal, physical and technical), the integrity and currency of the curriculum, necessary interchange with industry partners and members of the advisory board, and ongoing program and course assessment and improvement.

MELE program faculty and staff will have the same access as all other College faculty and staff to opportunities to participate in College governance committees and processes, including strategic planning processes. The Coordinator will serve as an important representative of the program in College governance discussions.

H. Other Information Requested by the Commission

None requested.