

**G. Substantive Change related to Accreditation Standards**

**It's all about ACCESS and SUCCESS**

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**Standard One**

**Institutional Mission and Effectiveness**

STUFF FROM MONA TO INSERT WHERE APPROPRIATE  
student services that address student learning needs:

- FYE - needs of transition and acculturation to college (mandatory NSO, FY academies, Linked Sections of Eng 22-100, COMPASS brush ups, Kuilei outreach, Peer Mentors, etc.)
- `Imiloa (MyPlan, financial aid, career exploration, peer mentoring, etc.)
- College Student Inventory (CSI) - a brief inventory piloted in several Eng 22 class sections allowing counselors to identify high risk students and address their learning needs (data is available from Sharoh Moore)
- Program reviews and tactical planning provide opportunities for dialogue on student needs and counseling interventions (Resource Fairs, Mental Health Fair, etc.)

**I.A Mission**

**The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

1. How does the institution's commitment to DE/CE align with its mission? Has the institution considered in consultation with its key constituents if and how DE/CE is congruent with the mission? Does the mission include any statements related to its commitment to distance and/or correspondence education?
2. Who are the intended students for the courses offered in DE/CE format; are they similar to or different from students studying in traditional learning mode? How does the institution determine its intended student population for courses offered in distance education and/or correspondence mode?

The change to offering distance-delivered degrees and certificates is in keeping with current developments in higher education and is in line with the College's mission, shown below. The portions of the mission that are supported by the distance delivery of the identified degrees and certificates are italicized:

## Kapi'olani Community College

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
- strives to be the first choice for education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- *prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.*
- *prepares students to meet rigorous employment and career standards by offering 21st century career programs.*
- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
- leads locally, nationally and internationally in the development of integrated international education through global collaborations.
- *uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals.*
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.
- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

The mission statement does not make any specific references to distance education. Our approach has been one to integrate distance education into the fabric of academic offerings. Within the strategic planning process, key campus and stakeholders recognized the importance of DE in serving the needs of underserved communities. Please see pp. XXX in Section 3 for details about the strategic outcomes and their relationship to distance education

Courses offered online are available to all students in the state of Hawai'i. These are the same students who are similar to or different from students studying in traditional learning mode. The vast majority are KCC-homebased students. Please refer to chart of demographics for details. The institution is increasing its online offerings in order to increase access to college courses for all segments of the population. The two biggest academic areas that offer online courses are Arts & Sciences and Business Education. The goal of DE is to reach underserved communities and those whose time and other constraints preclude travel to campus.

**I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population. (sp: incorrect standard)**

The college has seen dramatic increases in enrollments. In order to meet these demands, we have concluded that this increasing demand is a reliable indicator of relevance to the community. And with limited physical resource, online offerings have allowed the campus to meet these demands. Because it is integrated with traditional teaching formats, the commitment to online learning is identical. We are committed to these programs and to meeting the needs of students in these programs.

1. How does the institution know that its programs and courses offered in distance education mode and/or correspondence education mode and the associated services are addressing the needs of its student population?

Demand has increased every semester (see Table XXX). And via this sub change we are assuring that the courses being offered result in the completion of programs. Something about coherent program;

**I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

1. Has the mission been reviewed to reflect the commitment to DE/CE and what was the rationale for the changes to the statement?

Increased offerings in online learning did not necessitate any changes to the college's mission statement. The mission statement is reviewed on an established timeline.

2. How were the changes developed, approved and how does the institution know that they have been communicated effectively to all stakeholders?

No changes were made.

**I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

1. What parties are involved in the institution's dialog about the continuous improvement of student learning through DE/CE mode and how it compares with student learning in traditional programs? How is this dialog organized?

Faculty Senate has sanctioned an ad hoc committee to review matters related to DE. Faculty representatives meet to discuss and recommend policies, procedures, etc. This committee is coordinating the assessment of SLOs and student success rates in online courses at both the program and course level.

2. About what subjects related to the improvement of DE/CE has the college engaged? What impact has the dialog had on student learning?

The college has specifically focused on improving success rates in online classes (defined as % students earning a C or better in the course). Our CELTT has designed an academy to train faculty in best practices in online teaching as a result of these faculty dialogs. The assessment of SLOs in online courses is paralleling the endeavors of learning in traditional formats.

**I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

1. Has the college defined specific goals and objectives for the effectiveness of its DE/CE activities? How are these goals and objectives defined?

In response to physical space limitations and to meet growing needs for education and training The chancellor has expressed the goal of the college's offering 30% of its offerings online by 2012. The vice chancellor and the director of CELTT have developed a training based on best practices and have initially focused on course success rates in measuring the success of online instructions. Our institutional goal is for all classes to achieve a 70% success rate, as an initial measure of instructional effectiveness.

2. How does the institution measure if the goals and objectives for its distance education and/or correspondence learning activities are met? To what extent does the college use these goals and objectives to determine its priorities?

The college has been tracking success rates of students in DE classes, as it has with students in traditional format. Our goal is for all courses to have at a minimum 70% success rates. IN addition, the college is tracking its progress towards the access goal: i.e. 30% by 2015.

3. Is there a college-wide understanding of these goals and the processes to implement them? How does the college ensure that there is an institutional commitment to achieve identified goals?

The college's commitment to achieve its goals is implemented in the CELTT tactical plan (attached as Appendix XX). CELTT Is conducting midterm updates of its tactical plan and will communicate results of this review in the Fall.

**I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the involvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

1. Does the college have separate processes for the planning, approval, evaluation, and reviews of courses offered in DE/CE mode or are the processes similar to the courses

offered in traditional face-to-face mode? What is the rationale for the chosen approach? How are these processes integrated into the college's overall planning process?

No all course, including those offered online, are subject to the same review process. The Central review does, however, include a question as to the appropriate methods of delivery for every course under review, including traditional format, hybrid, and online.

2. How are the needs for fiscal, technical and human resources required for teaching DE/CE learning programs identified and integrated in the planning processes and assessed?

All units complete three-year tactical plans which provide opportunities to review fiscal, technical and human resources required for teaching DE and all courses. In addition the college engages in biennium and supplements budget preparation, which provides another avenue for review and planning based on strategic and tactical plan. Attached as Append XX is the most recent PCR, DELTA.

To what extent are data such as on student admission, staff teaching distance and/or correspondence learning programs, retention, assessment and satisfaction related to DE/CE available? How are these data analyzed and used for planning and communicated to relevant staff and stakeholders?

The UHCC system off ice produces ARPD, which since 20XX has disaggregated data related to de courses. URLXXXXXX. Faculty conduct online evaluations of their courses, including online courses, via eCAFE (electronic course assessment of Faculty Effective, URL XXXX). The ARPD process involves months of dialog at the program level., between program deans department chairs and instructional faculty. The results of this dialog are presented to the wider campus community and shared with the general public via online reports. (URL CXXX).

**I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

1. What mechanisms exist for involvement of appropriate constituencies in DE/CE in college planning?

Strategic planning process engaged campus and community stakeholders in identifying strategic outcomes and performances measures. A number of performance measures relate to de, please see pp XX Section YY for details. As part of its strategic planning process, the college identified 8 major college-wide strategies. "New ecology of engaged learning and teaching for retention and persistence" and for "certificate and degree completion and transfer" focus on improving integrated technology enhanced environment, student engagement in online classes and tutorial strengthening outreach to underserved comm, impr. Refer to strategic plan, pp. 40, Appendix) The strategic plan is addressed by departmental tactical planning on a three-year cycle with annual reviews and updates.

2. To what extent does the college allocate resources to fulfill its plans for DE/CE? When resources to fulfill plans are not available, does the college identify and follow strategies to increase its capacity, i.e., seek alternate means for securing resources?

Due to declining state appropriations, the college has made a point of seeking external funds, and the college has made extensive use of external funding to support de initiatives. Title III has provided funds for developing and delivering research-based best practices in de training to faculty, Title II has supported renovation of learning spaces, and technology enhancements in those spaces. To better support de learning & teaching this new ecology of learning and teaching Title III renovation funds are being used to renovate the CELTT facilities.

**I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

1. Are the assessment data collected for DE/CE different from data collected for traditional face-to-face education? What is the rationale? What types of assessment data does the college collect on learning programs and support offered in DE/CE format?

NO, data are the same. The rationale is that we have elected to integrate de into the fabric of academic programs. ARPD, course success rates, student eval of faculty as reported in self-assessment documents (contract renewal, tenure/promotion, 5-year reviews) The

{ASK MARY RE SURVEYS OF TECHNOLOGY}

2. How are these data communicated to the relevant stakeholders internally and externally?  
All data ARPD is reported to the BOR by UHCC VP John Morton, TACTICAL Plans,

**I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

1. What mechanisms does the institution use to gather evidence about the effectiveness of DE/CE learning programs and related student and learning support services? Are they different from the mechanisms applied for review of traditional programs and services?

ARPD, student evals, CELTT tactical plan, not different.

2. How effectively do evaluation processes and results contribute to improvement of DE/CE programs, related library and other student support and learning services?

Very effectively. LLR completes tactical plans and program review where such questions are addressed. LLR also conducts studies of the resources used for testing center. Support units as well as academic units are completing the scheduled midterm

updates of their tactical plans, during which time the LLR and CELTT will address their shared responsibility for technology and student support for online learning.. These plans include a focus. The latest Program review is attached as Appendix XXX.

**II.A.1 The institution demonstrates that all instructional programs regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

1. How does the institution ensure that its DE/CE program offerings fit the stated mission of the institution?

All DE course/programs are also f-2-f, undergo same strategic, tactical planning, which is mission-driven

2. How does the institution ensure that its DE/CE programs and services are of high quality, comparable with the institution's face-to-face offerings, and appropriate to an institution of higher education?

All DE courses are also f-2-f. Responding to increasing student demand, course success rates are higher than f-2-f; faculty evaluations cover DE classes. Program review segregates DE data.

3. How does the institution choose the fields of study in which it offers DE/CE programs? What stakeholders are consulted about the choices of study in which the institution offers DE/CE and how are they consulted?

Based on student demand, need for access by non-traditional; incumbent/in-service workers (Business); need to serve underserved geographic areas; consultation via advisory boards and community stakeholders in strategic planning process.

4. What are the student achievement outcomes of the institution's DE/CE programs; i.e., to what extent do students progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions through DE/CE programs only or through a mix of DE/CE and face-to-face delivery?

Most students in online are also in f-2-f; no trend data on completions since the ability to complete is recent. Course success rates monitored & show improvement over time. See data.

5. By what means are DE/CE programs assessed for currency, teaching and learning strategies, and student learning outcomes, and are the assessment methods different from those methods applied for assessment of face-to-face programs? What is the rationale?

Because they are regular courses, DE courses subject to 5-year review cycle via curriculum review, SAME. No difference in review

**II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and**

**analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

1. What research is conducted to inform the college what student learning needs are, including the academic and technical skills required, and if the needs can be effectively addressed through DE/CE?

Native Hawaiian Voc Ed program, AtD program identified learning & academic support needs of students. FYE, Title III; development of pathways have identified need to contextualized learning, peer mentoring; Kahikoluamea Tactical plan; College Success courses; summer bridge;;; for DE developed online orientation; tutoring; SOS workshops

2. What means does the institution use to assess students' educational preparation for DE/CE programs? How is this information incorporated into program planning?

Online orientation/assessment

3. What kind of research is being conducted to determine if students enrolled in DE/CE programs are achieving stated learning outcomes and if their level of achievement is comparable with students enrolled in traditional programs?

Student achievement data only. Course assessments not completed. DE courses represented in corpus of assessment data. Analysis will proceed in Fall 2011

**II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

1. How does the institution determine that delivery of instruction in DE/CE mode fits the objectives and content of its courses?  
Curriculum review; faculty dialog
2. How are activities offered in DE/CE mode evaluated for their effectiveness in meeting student needs?

Demand, success rates, course evaluation

3. How effectively does DE/CE facilitate student learning? Is the level of effectiveness for facilitating student learning different from traditional delivery modes?

More withdrawals in DE courses; triggered improvement strategies (online orientation)

**II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**



1. What student learning outcomes has the institution identified for courses, programs, certificates, and degrees offered in DE/CE mode? Are the student learning outcomes different from outcomes in courses, programs, certificates, and degrees offered in traditional teaching mode? What is the rationale?

No difference

2. How and by whom are student learning outcomes for programs offered in DE/CE mode and strategies for attaining them created? Do the strategies take into account how DE/CE programs compare with traditional programs in terms of student achievement?

Same as f-2-f; FACULTY!

3. How and by whom are student learning outcomes and program outcomes for DE/CE assessed, and how are the assessment methods different from those used in the assessment of traditional programs? How are the results used for improvement, and who is involved in this dialog?

Same as f-2-f

4. If the institution uses course materials developed outside the institution for its programs offered in DE/CE format how are these materials assessed, and how does the institution ensure that the academic standard is comparable with its other programs?

Faculty develops their own courses, supplemented by published materials as in f-2-f: textbooks, publisher-generated supplements

**II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, mode of delivery, or location.**

1. By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing, and community education, short-term training, international student, or contract education programs in DE/CE mode?

Faculty availability & capacity for designing & delivering courses; demand for courses greatest in transfer programs seeking Gen Ed courses & Business given nature of student population seeking workforce skills

2. Which of these (or other) categories of courses and programs does the institution offer in DE/CE mode?

Vast majority of DE offerings are at collegiate level (transfer and business). Few are at developmental level (writing only). None in other categories.

3. What is the process for establishing and evaluating each type of course and program offered in DE/CE mode? How does the college determine the appropriate credit type of its courses and programs offered in DE/CE mode?

Same process: course evals, program review, curriculum review (now address potential for online delivery). All courses are offered for academic credit.

**II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

1. What established policies and institutional processes guide the development and evaluation of courses and programs offered in DE/CE mode? Are they different from the policies and institutional processes that guide the development and evaluation of courses offered in traditional mode? What is the rationale?

Same. Course development is curriculum review; evaluation. No different

2. What is the role of faculty and how is discipline expertise or teaching knowledge and expertise in the field of DE/CE used for establishing quality of these courses?

Same as f2f. Faculty have same MQs; CELTT provides training

3. What processes exist to approve and administer DE/CE courses and programs? Are the processes effective?

Same.

4. How and how often are DE/CE courses and programs evaluated? How is the evaluation different from that of traditional courses and programs? What is the rationale?

5-year. Same

5. What improvements to distance education and/ or correspondence education courses and programs have occurred as a result of evaluation?

Orientation, training based on WICHE best practices and ACCJC standards. More focus on interaction & engagement resulted in improved course success rates and decreased withdrawal rates. See data.

**II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational**

**education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

1. How are competency levels and measurable student learning outcomes determined for DE/CE? Are the means deployed different from those deployed for traditional programs? What is the rationale?

SAME

2. What is the role of faculty in this process? Has the institution established any advisory committees with expertise in DE/CE, and if so what is the role of such advisory committees?

SAME. NO advisory but Faculty Senate Ad Hoc Committee

3. Do students have a clear path to achieving the student learning outcomes required of a course, program, degree, or certificate offered in DE/CE mode, and what information is provided to students in that regard? How well does the institution achieve and evaluate the effectiveness of learning at each level?

YES. All courses included in the programs & certificates in this request are offered in dual modalities: f-2-f and online. Program level outcomes are assessed on a cyclical basis, and results of the assessment will be included in program review effective Fall 2011. Course-level assessment is underway and will include assessment of outcomes in selected DE and f-2-f courses. Student achievement data included here is disaggregated for delivery mode.

**II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

1. How does the institution demonstrate the quality of its instruction for programs and courses in DE/CE mode? What evidence exists that DE/CE programs are characterized by the variables cited in this standard? How does the college use these qualities (breadth, depth, etc.) to determine that a DE/CE program is collegiate or pre-collegiate level?

Not distinction between DE and f-2-f

2. What institutional dialog has occurred to enhance understanding and agreement about the quality and level of its distance education and correspondence education programs? Who within the institution is involved in this dialog? How does staff with expertise in and experience from teaching courses in distance education and/or correspondence education mode participate in this dialog?

Faculty Senate ad hoc committee dialogs about DE. CELTT tactical plan & prof dev plan. C4wards include CELTT staff s well as faculty from various departments.

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

1. What assessment of student learning styles that relate to teaching in distance education and/or correspondence education mode has the college performed?

Counselors & advisors; Online orientation assesses students' learning styles as they relate to online learning

2. How does the institution demonstrate that it is meeting the needs and learning styles of its students? How are faculty and staff informed and kept up-to-date about learning needs and pedagogical approaches related to DE/CE?

Evaluation results, student achievement data. CELTT workshops; C4wards

3. Do courses in DE/CE mode include multiple ways of assessing student learning?

Yes. Faculty design multiple measures of student learning, as they do in f-2-f

4. What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance?

Methodologies are selected on the basis of targeted learning goals. Whatever methodologies best support the learning. Through CELTT best practices faculty training, faculty are provided with a wide range of pedagogical strategies (CHECK CELTT training schedule): blogs, discussion boards, chat rooms; illuminate sessions;

5. What efforts has the college made to match the teaching methodologies with particular needs of students and with learning styles? How effective are the instructional methodologies that the college uses in producing learning in DE/CE mode?

Very. Better success rates with more training & orientation better prepares students for rigors of de learning

**II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

1. How does the college evaluate the effectiveness of its courses and programs offered in DE/CE mode? Is the process similar to courses and programs offered in traditional mode? What is the rationale?

SAME

2. What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review?

Demand, success rates, efficiency (fill rates); program review. Curricular review is every 5 years.

3. How is the relevancy of a program offered in DE/CE mode determined?  
SAME: advisory board, curriculum review; articulation agreements
4. How are results of evaluation of programs in DE/CE mode used in institutional planning?  
What changes/improvements in programs have occurred as a result of the consideration of program evaluations?  
Program review; tactical plans, strategic plan

**II.A.2.h. The institution awards credit based on student achievement of the stated learning outcomes in its courses. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

1. What policies does the institution have for the award of academic credit for DE/CE programs? Are the policies similar to the traditional programs? What is the rationale for the decision? Are these policies regularly reviewed, including review of the extent to which they are suited for DE/CE?

SAME

**II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

1. Are any of the institution's general education courses offered in DE/CE mode? What is the rationale for this decision and is it stated clearly in its catalog? How is it communicated to all stakeholders?

YES! Student demand; geog areas; underserved; needs of incumbent workers or other place-bound students. NO discussion of DE in catalog. BOR gets program review.

2. What criteria does the college use to assure that the required skill level of students in DE/CE courses and programs meet collegiate standards?

SAME courses; curriculum review questions address level

3. By what means does the institution ensure that the students develop the listed skills in DE/CE mode? How does the institution know that these means are effective?

Students must meet all listed competencies, in DE as well as f-2-f classes.  
Competency-based instruction requires that all listed competencies are measured and satisfied.

4. How well are students achieving these outcomes? What data exist about how well students are able to apply these skills to subsequent course-work, employment, or other endeavors?

Course success rates show better success.

**II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies the learning outcomes consistent with those in the institution's officially approved course outline.**

1. How does the institution assure that information about its DE/CE programs is clear and accurate? Are student learning outcomes in these programs included in descriptions of courses and programs?

Same

2. How do students enrolled in DE/CE programs receive information about the institution's degrees and certificates and in what format is the information available for reference? How does the institution verify that students receive a course syllabus that includes student learning outcomes and individual sections of courses adhere to the course objectives/learning outcomes?

Catalog which is available online provides info on programs & courses. Same as regular

**II.A.6.a. The institution makes available to its students clearly stated transfer-of credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

1. How does the institution develop, implement, and evaluate articulation agreements for DE/CE programs? What principles apply to the transfer of credit from other DE/CE programs where articulation arrangements do not exist?

None specific to de

2. What principles apply for the approval of granting of credit for prior work experience in the institution's DE/CE programs?

same

**II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

1. Through what means does the institution represent itself about its DE/CE programs? How are these means reviewed? Are they effective in reaching the potential students for DE/CE programs? How does the institution know that they are effective?

No special information about de. No marketing specific to de. Info available via course availability and [e-learn site](#) at UHCC system

2. Does the institution provide information to the public on student achievement in DE/CE programs? How does the institution ensure that information is current, accurate and aligned with the DE/CE provision?

Program reviews are online, and include data on DE course success rates, etc.

#### **II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.**

1. Does the institution have a college-wide policy on academic honesty? Does the policy address issues on academic honesty, including verification of student identity, in relation to registration for, participation in, and completion of DE/CE?

Testing requires in-person identification. Exams are proctored, f-2-f. ID required. Testing center makes arrangements for off-site student testing and authentication of id.

2. 2. What mechanisms does the institution have for informing students and faculty about, and enforcing, its policies on academic honesty, including in DE/CE programs? Does the policy appropriately ensure the protection of student privacy in the verification process?

Policies are in the catalog

3. What mechanisms for verification of students enrolled in DE/CE programs does the institution have? Do these mechanisms include either a secure login and password and/or proctored exams and/or other effective technologies and practices for verifying student identity? Are the mechanisms regularly reviewed and how does the institution know that the mechanisms are effective in ensuring that the student who registers for a course is the same student who participates and completes the course?

Course management platform is password protected and access is provided by course instructor. Course management software is centrally administered for all 10 campuses via UH ITS. Policies constrain the use of Hawaii.edu and prohibit password sharing.

4. How are policies and information about academic honesty and student verification made available to students, faculty, staff and the public? How does the college know that the promulgation of this information is effective?

Catalog, KCC website. No complaints have been filed related to a lack of awareness.

5. Does the institution have any prevention strategies in place to promote student verification? Are faculty members encouraged to promote student verification in the design of DE/CE courses? Is academic integrity including student verification covered in staff training and development? (For practices on student verification refer to WICHE Cooperative for Educational Technologies at <http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf>)

Yes. UH maintains verification policies at all 10 campuses.

6. To what extent is institutional data about incidents of academic dishonesty available and what types of data are available?

No recorded cases of academic dishonesty in online classes.

#### **II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.**

1. Does the institution promote its distance education in foreign locations? How is the promotion of these activities overseas in line with the institution's mission and the objectives for its DE/CE?  
No
2. Does the institution enroll students who do not reside in the U.S. into programs? How does it ensure that the foreign students appropriately comply with the admission requirements for the programs? Are all students admitted to the programs recognized as U.S. students?  
NO.

#### **II.B Student Support Services**

1. How does the institution determine that students admitted to its DE/CE programs are able to benefit from these programs? How is this information taken into consideration in admissions policies and procedures?

Online orientation; COMPASS testing measures ability to benefit for ALLLLLLLL courses

2. What college-wide discussions have occurred about how student access, progress, learning, and success are consistently supported and how these findings impact of the DE/CE programs? To what extent are students involved in this dialog?

Counselors have regular meetings to discuss student support programs, not only de. As a result of these discussions and the data on student success, the online orientation was designed & implemented. Students have not been directly involved in the dialog, except through their conversations with counselors.

3. What improvements have been made to the effectiveness of these services?

New orientation



**II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

1. How does the institution identify the needs for support services related to DE/CE programs, and how does it ensure that these needs are addressed? By what means does the institution assure the quality of its student support services for students enrolled in distance education and correspondence education programs? How does the institution demonstrate that these services support student learning in programs offered in DE/CE? What data can the institution provide that show support of student learning?

CCSSE results show that students consider support services in general as important and are satisfied with these services (quote data points)

**II.B.2.a. General Information**

1. How does the institution address issues of academic freedom, student financial aid, and available learning resources as they apply to distance education and correspondence education? Are the means applied differently from traditional education? What is the rationale?  
No
2. How does the catalog describe the instructional delivery applied in the DE/CE courses, programs, and degree offerings? How does the catalog present the interaction between faculty and students and the accessibility of faculty and staff to students?

Information related to instructional delivery is included in individual faculty syllabi

3. Is the catalog provided in both printed and electronic format?

No, only online

**II.B.2.c. Major Policies Affecting Students**

1. Do the same major policies affecting students apply to students enrolled in DE/CE programs as for traditional programs?

same

2. Does the institution have policies for all the areas listed under this standard?

Yes, policies relating to students are enforced system wide

**II.B.2.d. Locations or publications where other policies may be found.**

1. What process does the college use to ensure that the information in its publications is easily accessible to students, including students enrolled in DE/CE, prospective students, and the public?

Website, online access to the public

2. When policies are not included in the catalog, are the publications in which they are found easily accessible for students with remote access to the institution's policies and other information?

All policies are in the catalog or online

3. Does the institution record student complaints/grievances filed by students studying in DE/CE mode? Are these records made available to the team? Does the number of complaints/grievances from students studying in DE/CE mode differ from complaints/grievances filed by students studying in traditional mode?

All complaints and grievances are documented. Academic grievances go to the VCAA. Student conduct grievances go to VCSA. Records are maintained in VC offices. Records are available to the team within allowable limits of confidentiality.

### **II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

1. By what means does the institution determine the learning support needs of its students enrolled in DE/CE courses? How well does it address these needs?

See MONA's answer

#### **II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of location of the services or method of delivery.**

1. How does the institution assure access to appropriate, comprehensive, and reliable services, such as but not limited to orientation, tutoring and counseling, delivery of materials to students with remote access to information?

All services are available online or via USPS (books are mailed to online students by the bookstore).

2. What evidence is provided that the institution assesses student needs for services related to DE/CE and effectively provides for them? What evidence exists that the services and responses from faculty are provided

Student support services are evaluated on an ongoing basis, including any services provided electronically.

3. How are on-line services for DE/CE students evaluated? How well are services meeting the needs of students?

Yes. Very.

**II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

1. What is the institution doing to provide a learning environment for students in DE/CE that promotes these personal attributes? What dialog has the institution engaged in concerning what constitutes a good learning environment for DE/CE?

Ongoing faculty development; Laulima Academy, Workshops, C4wards. Same as

**II.B.3.c. The institution designs, maintains, and evaluates programs for counseling and academic advising to support student development and success and prepares faculty and other personnel who are responsible for the advising function.**

1. How does the institution develop, implement, and evaluate counseling and/or academic advising and how do these initiatives ensure that the needs of DE/CE students are effectively addressed?

All counseling and advising programs are evaluated, including advising for preparation for online learning.

2. How are faculty and staff briefed and trained in counseling and providing advice to DE/CE students and in addressing issues related to the distance education and correspondence education mode?

Counselors and advisors have the requisite skills to advise students across all modes of delivery.

3. Does the evaluation of counseling and/or academic advising include how it enhances DE/CE student development and success?

No.

**II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

1. What does the institution do to promote student understanding and appreciation of diversity in the on-line teaching environment? What measures does the institution use to determine the effectiveness of services?

No difference between online and f-2-f. Courses promote understanding etc. Gen Ed SLOs address diversity and constitute the majority of online courses.

**II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

1. What processes are used to evaluate the effectiveness of practices and tools of admissions to DE/CE programs? Are they different from the tools used for traditional programs? What is the rationale?

Same

2. What evaluations of placement processes are used to ensure their consistency and effectiveness? Are the processes the same for DE/CE programs and traditional programs? How are cultural and linguistic biases in the instruments and processes minimized?

Same

**II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

1. How does the institution provide for systematic and regular review of its student support services available to DE/CE students? Are the reviews for DE/CE similar to traditional education? How are the results used?

Same

2. Do the evaluations of DE/CE assess how student support services contribute to the achievement of student learning outcomes? How are evaluation results used to improve services?

NO, not in de or f-2-f

**II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the institution's mission.**

1. What information about the learning needs of DE/CE students is provided by other instructional faculty and staff to inform the selection of library resources?

Librarians are consulted during curriculum review process. If a course is designated as being appropriate for online delivery, the course proposers will have the opportunity to provide to the library staff info on learning needs of the students

2. What equipment to support student learning is available to students studying in DE/CE mode?

Computers available in labs; laptops can be checked out; printers in labs in library and open labs. Business courses requiring program-specific software provide this software on open lab computers

3. By what means is the library collection made available to students with remote access to the institution? How does the institution know that these means address the learning needs of the students?

Library databases (see sub change)

4. What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes for students studying in DE/CE mode?

SLO assessment of all student library users.

**II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

1. By what means does the institution provide instruction to users of the library and other support services, and how does it take into account the needs of students with remote access to the institution?

Online learning materials ([website](#))

**II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

1. What is the availability of electronic access to library materials? Does the institution deploy other means of availability to library and other student learning resources than electronic access?

Yes available online. Interlibrary loan for students homebased on other campuses.

2. Are distance education or correspondence education students equally supported by library services and accessibility as students in traditional programs? By what means does the institution provide support, and what is the availability of this support? How does the institution ensure that this support is provided in a timely manner?

Yes

**II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**

1. How does the institution ensure that the students registered for a course are the students making use of the library and other learning support services?

School-issued identification cards. Library cards are issued based on proof of registration. Govt-issued picture identification required for testing

**II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

1. What methods does the institution use to evaluate its library and other learning support services? Does the evaluation include assessment of use, access, and relationship of the services to intended student learning for distance education or correspondence education programs? Does the evaluation include input by faculty, staff, and students?

Tactical plans informed by program reviews which evaluate services. Library conducts satisfaction surveys for student feedback. Faculty are consulted on delivery of services.

**III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

1. What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering distance education and correspondence education?

Requirements for faculty are not tailored to delivery method. All faculty, regardless of how they teach their classes, must meet the UHCC system MQs for the discipline they teach. With the most recent development of a training academy, faculty are now required to complete the training prior to offering their courses online.

**III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

1. Does the institution advertise specifically for personnel with expertise and experience in DE/CE? What is the rationale?

In some instructional faculty recruitments, experience in developing and/or offering online instruction is included as a DQ. For instructional designer staff, the experience with online learning is a requirement.

2. How does the college decide whether an applicant is well qualified in the field of DE/CE? Has the institution formulated specific selection criteria?

We review official transcripts, letters of recommendation to meet the MQs. References are checked. Specific interview questions are developed. In cases where applicants have experience in online teaching, they submit URLs and faculty who serve on screening committees are selected on the basis of their expertise in online teaching. (example???) For tech support positions, MQs and DQs are established by sAPR broad banding, which is a systemwide determination of MQs. Similar recruitment process are entailed.

3. To what extent does the institution involve personnel with experience in DE/CE in the recruitment of new personnel?

Faculty and staff with experience serve on screening committees. Screening committees make recommendations to program administrator.

4. By what methods does the college define and evaluate “effective teaching” in its hiring processes for faculty to be involved in DE/CE? How is that effectiveness judged?

In addition to the evidence gathered through transcripts, letters of recommendation and the interview process, Faculty are asked to provide evidence of effectiveness via student evaluations if they have had experience in the classroom. Applicants are also often asked to provide a teaching demonstration as part of the interview process. Rubrics are developed to assess the performance. To determine online instructional effectiveness, faculty with such experience provide access to the classes they have developed online.

**III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

1. Do evaluation criteria specifically measure the effectiveness of personnel in performing their duties related to distance education and correspondence education activities?

The effectiveness of technology support staff in performing their duties and responsibilities is measured through annual performance assessment. The online review process requires the annual setting of measureable performance expectations as they relate to the position

2. To what extent do the evaluation processes identify areas for improvement of duties related to distance education and correspondence education activities, including faculty's interest in future involvement in this field or need for development?

Tech support meets annual with supervisor to review performance and set expectations for the next year. Identify Discuss areas for improvement

**III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

1. What discussions have faculty had about how to improve learning outcomes in DE/CE? What plans have been made?

Online Academy, Faculty Senate ad hoc committee on DE., C4ward for increasing engagement in online courses. Embedded in FS discussions of SLOs at the course & program level.

2. What changes have faculty made in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness?

Online academy provided catalyst for improving strategies. See appendix for details

3. What changes in course content or sequencing of DE/CE courses have resulted from analyses of how well students are mastering course content?

Because online teaching is integrated with traditional format, course improvements are embedded in the broad based dialog among faculty. In one instance, the offering of online zoology labs catalyzed a conversation about enhancing all zoology labs by incorporating Vernier equipment so as to provide students with tech supported experimentation.

4. What methods has the institution developed to evaluate effectiveness in producing student learning outcomes? Do these methods cover the effectiveness of producing student learning outcomes in DE/CE mode? Are these methods yielding meaningful and useful results?

The college has developed a comprehensive plan, endorsed by Faculty Senate, to assess effectiveness in producing student learning outcomes in all programs and courses, including those offered online, See Appendix XXX. The first cycle of comprehensive assessment will be completed in Fall 2011.

How has staff development supported faculty performance in satisfactory achievement and assessment of student learning outcomes in DE/CE courses? What kinds of support have been provided to staff?



Title III supported Academy, C4ward; Leigh Dooley's sabbatical to develop online prof dev modules. Workshops for technology enhancement (special focus on Elluminate in Spring 2011)

**III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

**The institution upholds a written code of professional ethics for all of its personnel.**

1. How does the institution address issues of professional ethics related to DE/CE and do these efforts foster ethical behavior of employees? Are these issues included in the Code of Ethics? What is the rationale for the approach?

All faculty including those who teach online are held to a code of ethics, posted online at XXXX.

**III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

1. By what means does the institution determine appropriate staffing levels for each program and service involved in the offering of programs and courses in DE/CE mode?

CELTT tactical plan and program review serve to review and analyze data related to the effectiveness of services. CELTT vacancies and the general freeze on non-instructional positions have hampered the ability to hire fulltime technologists. CELTT has maintained services to the faculty and the institution through partime and casual hire personnel.

2. How does the institution decide on the organization of administrative and support staffing for DE/CE mode?

Because DE is integrated into the fabric of academic offerings, the organization of administrative support is the colleges organization fro administrative support. The faculty and staff in CELTT serve to support all aspects of technology and technology-delivered services. In 2002, the college underwent reorganization , to centralize technology services, merging administrative and instructional tech support. And merging prof development in to a single cohesive unit. This decision has enabled the college to be adaptive and responsive to ongoing innovations in technology, especially in support of teaching and learning.

3. How effectively does the number and organization of the institution's personnel work to support its DE/CE programs and services? How does the institution evaluate this effectiveness?

Our primary goals are access and success. We are increasing access through increasing numbers of online courses. We are improving success rates in de courses, please see Table xxx. SO by established measures, the de program is effective. Ongoing

improvement is possible via established process for planning and assessment. CELTT performance evaluations, program review and tactical plans provide mechanism for evaluating personnel and services. These reviews and plans are presented to the wider college community through the PPAC.

**III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

1. What professional development programs relevant for DE/CE personnel does the institution support?

See answers to Q xxxx

2. How does the institution determine the professional development needs of its personnel involved in DE/CE?

Scenarios online new faculty orientation. Engaged in education [provides avenues. Faculty surveys during convocation have polled faculty for their prof dev needs. The FS ad hoc committees also is a conduit for the professional needs of the faculty. In preparation for successful grant proposals. Based on research into national literature and our own experiences with the one-time workshop approach, faculty have developed a more organic model, involving communities of practice and sustained collaborative engagement for prof improvement. A number of these COP (C4wards) are focused on online and other technology enhanced learning. Recognizing the need for immersive training, the college has supported faculty involvement immersive training programs offered by the UH system, e.g. TALENT, [www.hawaii.edu/talent/](http://www.hawaii.edu/talent/).

3. What development programs on teaching methodologies in distance education does the institution provide?

See answer to #1

**III.A.5.b. With the assistance of the participants, the institution systematically evaluates programs for professional development and uses the results of these evaluations as the basis for improvement.**

1. What impact do professional development activities related to DE/CE have on the improvement of teaching and learning? How does the institution evaluate that improvement?

CELTT has developed and is providing prof dev based on best practices & ACCJC standards. Since offering these academies, Success rates have improved over time. This would suggest that prof dev is assisting in improving the learning in online classes.

**III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

1. Through which research and analysis does the institution identify the needs for equipment and other facilities needed to support and assure the integrity and quality of its programs and services provided in DE/CE mode?

Departments and CELTT do tactical plans and assess recourse needs. Biennium budget requests. Recent \$2m provide opportunity to upgrade networking. Renovations and other Title III resources targeted for technology

2. Upon what data has the institution determined the sufficiency of this equipment? What mechanisms does the college employ to evaluate how effectively equipment and facilities meet the needs of programs and services in DE/CE mode?

See above.

3. How well does the institution meet its equipment needs for distance education? Are the equipment needs included in the facilities evaluations that the institution conducts?

Yes. Tactical plans. CELTT renovation prompted analysis. Bus Ed computer lab renovation. LLR did an comprehensive analysis needs for testing to authenticate test takers.

4. How well does the institution meet its equipment needs for distance education? Are the equipment needs included in the facilities evaluations that the institution conducts?

**III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

1. What processes ensure that program and service needs determine equipment replacement and maintenance for DE/CE provision?

Biennium budget, tactical plans

2. How does the institution evaluate effectiveness of equipment in meeting the needs of programs and services offered in DE mode?

CELTT reviews technology and support. The departments send all request for technology to CELTT for analysis. Experts review technology requests and offer advice.

**III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

1. By what process does the institution assess the use of its facilities? Does the process also include the needs for equipment used for course offerings in DE mode? How often does the evaluation occur?

Tactical planning, annual walk through, development of repair & maintenance budget for legislative requests, grants development. Extensive analysis for Title III requests.

2. How does the college use the results of the evaluation to improve facilities and/or equipment?

Identify funding sources, prioritize repair, maintenance & equipment needs, folded into g-fund requests and external grant submissions. In the colleges \$2m budget allocation, depts. Reviewed tactical plans and determined tech & equipment needed to support identified improvement.

### **III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

1. How do the long range capital plans support improvement goals and reflect projections related to equipment needed for DE/CE?

Recently completed LRDP identified needs for new facilities to support growing enrollment & workforce economic development needs. Specific programs or technology needs were not identified. The next round of strategic plan slated for 2015-2022 will specify program development and needs in these new planned facilities.

### **III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

1. How does the institution make sure that its technology needs for distance education and/or correspondence are identified?
2. How does the institution evaluate the effectiveness of this technology in meeting its range of needs? How effectively are those needs met?

Strategic plan, Tactical plans, program review. Evaluation based on measures in these documents (performance measures) midterm review & updates

### **III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

1. How does the institution make decisions about technology services, hardware, and software to ensure that the needs of faculty responsible for DE/CE are met?  
Rely on the expertise of CELTT. Most recently, series of workshops for instructional and student support faculty on Elluminate. Access to UH ITS. Certain faculty extensive technology. Faculty senate report.

2. By what processes does the institution determine the technology solutions, which are appropriate for its DE/CE courses and services?
3. Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for distance education courses and programs is reliable and sustainable? **[Mary write please]**

As a result of recent breach of info security, the college has mandated info security training for all personnel. Testing center staff are vigilant in authenticating identification (they even have busted twins!)

### **III.C.1.b. The institution provides quality training to students and personnel in the effective application of its information technology.**

1. How does the institution assess the need for information technology training and provision of other types of information either written or provided in live electronic format for students and personnel engaged in DE/CE?

CELTT surveys, Dept tactical plans, dept requests

2. What technology training and information does the institution provide to students and personnel engaged in DE/CE courses and programs? Is the training different from training and information to students and personnel engaged in a traditional teaching mode? What is the rationale?

Online orientation for students in online courses; SOS workshops for students; online academy for faculty; UH systemwide tech training (TALENT). C4wards on online pedagogy, gaming. Specific for online learning & teaching. Other prof dev for f-2-f/online

3. How does the institution ensure that the training and technical support it provides for faculty, staff and students is appropriate and effective? How effective is the training and information provided?

Evaluations, tracking of student success in courses. Very. Online success better than f-2-f

4. By what means does the institution provide training and information to faculty, staff, and students? How does the institution ensure that the training and information is provided in a timely manner?

CELTT, library SOS workshops. Training is ongoing, not time-based

5. How does the institution ensure that technology support is provided in a timely manner and how is the support organized?

CELTT staff respond to emergencies; departs plan via tactical plans & consult with CELTT on tech support purchases. CELTT provides workshops on demand as well as proactively when new tech emerges (Elluminate workshops in Spring 2011)

**III.C.1.d The distribution and utilization of technology resources support the development, maintenance and enhancement of the institution's programs and services.**

1. How does the institution make decisions about use and distribution of its technology resources in relation to DE/CE?

CELTT tactical plans support institutional & dept plans; external funds also align with both strategic & tactical plans. Where available external funds are used programmatically e.g. Perkins, Title III; UH system supported pre-engineering online course development

2. What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs?

CELTT evaluates tech infrastructure for both campus-based and online learning and ensures a robust & secure infrastructure. Campus dedicated \$30K to upgrade network to increase capacity and security.

3. What policies or procedures does the institution have in place to keep the infrastructure necessary to maintain an effective platform for DE/CE reasonably up-to-date?

Program review for academic support services ensures regular review of capacity, security, and reliability of infrastructure.

4. How effectively is technology distributed and used?

Very. The campus is 100% wireless access, optimizing access to technology by students and faculty, staff. Hubs for students engage them in learning (STEM, Library, Mānele, Kahikoluamea). Campus renovations have been designed with access, success, engagement supported via technology.

**III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

1. What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs and that the evaluation includes the needs related to DE/CE?

Program review, tactical plans; program reviews now include data for online courses; informs dept tactical plans; grants development include analysis of tech needs, especially Title III. Biennium budget requests address tech support/online delivery and inform tech decisions

2. How does the institution determine that technology needs in distance education programs and services are met effectively?

Student demands for courses are met; success rates monitored and now show improvement: CELTT evaluates services through satisfaction surveys

3. How does the institution prioritize needs when making decisions about technology purchases relevant for distance education? How effectively are those needs met?

Decisions made to optimize student engagement and success: e.g. STAR accessible for online students to track/audit pathway to graduation; Elluminate to have engagement and deliver student support at a distance; SmarThinking to provide tutor support at a distance. Online databases for library support. No more books!

### **III.D. 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. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Planning for financial resources is integrated with institutional planning.

1. Does the institution have a separate budget for distance education activities? Does the budget provide sufficient resources for the effective planning, maintenance, implementation and enhancement of distance education courses, programs and services as well as personnel development?

No. Online is integrated in all departments and academic support areas. Budgeting is based on program needs as defined in tactical plans.

**III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

1. What evidence exists that the need for technology enhanced facilities and equipment appropriate to meeting distance education and/or correspondence program and course objectives is part of the long-term integrated planning and budgeting activities? To what extent does the long-term planning and priorities take DE/CE needs into account?

Specific performance measures in strategic plan address long-term needs through 2015 (LIST)  
8 Cmapus wide strategies that deliver on the performance measures also apply.

**IV.A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

1. Do the written policies on governance procedures specify appropriate roles for all staff and students, including opportunities for students enrolled in DE/CE? How can these roles practically be performed?

No. no discrimination for DE students. DE is integrated, no separate governance procedures have been developed related to DE> Faculty Senate ad hoc committee engages in dialog regarding improvements to DE delivery, etc. and makes recommendations to the Chancellor on issues within its purview.

2. Are DE/CE students well informed of their respective roles?  
Not applicable
3. Is there effective, clear communication at the college – clearly understood, widely available, current communication - that takes into consideration the needs of students enrolled in DE/CE courses or programs?

Yes, Faculty Senate committee, counselors engage in ongoing dialog. CELTT tactical plans shared with wider community through review by PPAC.

**IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

1. Does the institution have a Policy Manual or other policy documents that show the board's role in establishing said policy, including policies on DE/CE and reviewing it on a regular basis?  
  
BOR does not have any policies specific to de {CHECK}
2. What statements about quality of program, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction? Do these statements appropriately include issues related to the institution's DE/CE activities?

All mission statements & strategic outcomes are aligned with UH strategic planning, approved by BOR> KCC strategic plan DOES include performance measures and campus wide strategies that relate to DE