

Substantive Change Proposal

**Associate in Arts in Liberal Arts
Associate in Science in Natural Science
Associate in Science in Accounting
Associate in Science in Marketing
Certificate of Achievement in Accounting
Certificate of Achievement in Retail Management
Certificate of Completion Database Management
Certificate of Completion Legal Secretary
Certificate of Competence Retailing
Certificate of Competence Management
Certificate of Competence Entrepreneurship**

via Distance Learning

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UNIVERSITY of HAWAII®
KAPI'OLANI
COMMUNITY COLLEGE

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1. Background Information

Kapi'olani Community College, one of seven community colleges in the University of Hawai'i Community College (UHCC) system, is an urban institution offering comprehensive liberal arts, natural sciences and 21st century career programs. The College bears the name of Queen Julia Kapi'olani, who was deeply committed to the health, education, well being and perpetuation of her people. Located on the slopes of Diamond Head, the College looks to its Hawaiian roots, as well as to the shores of Asia, the Pacific Islands and America in visioning its future.

The College traces its origins to the years immediately after the end of World War II in the Pacific. In 1946, Kapi'olani Technical School began as a postsecondary school administered by the Territorial Department of Public Instruction, which later became the State Department of Education. In the pre-Statehood period (pre-1959), the Technical School provided training in Hotel and Restaurant Operations (1946), Practical Nursing (1947), Business Education (1956), and Dental Assisting (1959).

In 1965, the State legislature incorporated the Technical School into a new community college system under the governance of the University of Hawai'i. Renamed Kapi'olani Community College, the institution expanded its mission and developed a new Liberal Arts program awarding the Associate in Arts degree and providing new transfer opportunities. Vocational and technical programs and continuing education programming have also expanded significantly in the last four decades.

Today, Kapi'olani serves numerous diverse communities, primarily in East Honolulu. At the same time, several programs attract students statewide. The College offers a strong developmental program and the largest liberal arts, natural sciences and transfer programs in the University of Hawai'i system. It serves as a statewide Legal Assisting and Health Sciences training center, offers an island-wide two-year Nursing degree with satellite sites at Leeward CC and Windward CC, and provides quality training programs in Hospitality, Culinary Arts, and Business Education. In addition, it offers the only programs in Exercise and Sport Science, New Media Arts, Biotechnician, Educational Interpreting and Educational Paraprofessionals.

Most recently, technology has allowed the College to extend its reach beyond its geographic service area through online and other distance education course and program offerings, for which the College now requests approval for a substantive change.

2. Description of the Proposed Change

Early in the 1990s, the University of Hawai'i Community College system made a commitment to increase access to all students in the state by encouraging each of the seven campuses to contribute courses to a distance-delivered Associate in Arts (AA) degree. It has, thus, been possible for a number of years for any student in the system to put together an AA degree via distance education by combining courses from various campuses. At that time, Kapi'olani Community College (KCC) was asked to focus its contributions to the distance-delivered AA on foreign languages. Initially, KCC delivered American Sign Language via interactive TV. Then through the funding support of the local cable network, Spanish, Chinese, Japanese and Hawaiian were offered on cable television.

However, especially with the rise in the development of online courses, it is now possible for a student at Kapi'olani Community College to meet 50% or more of the course requirements for four degrees and seven certificates wholly through the College's distance-delivered courses:

- Associate in Arts in Liberal Arts
- Associate in Science in Natural Science
- Associate in Science in Accounting
- Associate in Science in Marketing
- Certificate of Achievement in Accounting
- Certificate of Achievement in Retail Management
- Certificate of Completion Database Management
- Certificate of Completion Legal Secretary
- Certificate of Competence Retailing
- Certificate of Competence Management
- Certificate of Competence Entrepreneurship

The seven certificates identified in the list above are career-laddered within the related Associate in Science degree in Accounting or Associate in Science degree in Marketing.

The majority of the distance-delivered courses in these certificates and degrees are offered online and a smaller number of courses are offered via interactive or cable TV. Appendix I outlines the degree and certificate requirements and the courses that meet these requirements, with distance-delivered courses highlighted in red.

3. Rationale for the Proposed Change

The development of distance-delivered degrees and certificates is in line with the College's most recent strategic plan, 2008-2015. As part of this plan, Kapi'olani Community College has made a commitment to promote increased access to its

programs through the implementation of distributed learning. The relevant portions of the strategic plan are shown below. The complete document is included as Appendix 2.

STRATEGIC OUTCOME A: NATIVE HAWAIIAN EDUCATIONAL ATTAINMENT: Position Kapi'olani Community College and the University of Hawai'i as leading indigenous-serving higher education institutions.

PERFORMANCE MEASURE 1

A1 Increase total fall enrollment of Native Hawaiian students by five percent annually, from 840 to 1,303.

Potential Strategies

A1B Increase the college going rate of Native Hawaiian students; improve outreach to Native Hawaiian students, families and communities by developing better communication technologies and appropriate distance learning courses and pedagogies.

STRATEGIC OUTCOME B: HAWAII'S EDUCATIONAL CAPITAL: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.

PERFORMANCE MEASURE 1

B1 Increase total fall enrollment by two percent per year, from 7,272 to 8,918.

Potential Strategies

B1A Increase the college going-rate of high school graduates by improving outreach to students, families and communities, and by developing better communication technologies and appropriate distance learning courses.

B1B Increase by one every two years the number that can be completed by students in underserved regions by distance learning.

PERFORMANCE MEASURE 5

B5 Using effective distance and offsite learning, increase enrollment of students from under-served regions from 1,103 to 1,481, and increase degrees awarded to these students from 74 to 110.

Potential Strategies

B5A Increase the number and improve the quality of alternative delivery classes: online classes; hybrid classes, team-taught classes and learning communities.

B5B Develop distance learning programs and strategies to underserved students in the Pacific Islands.

STRATEGIC OUTCOME D: GLOBALLY COMPETITIVE AND COLLABORATIVE WORKFORCE: Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

PERFORMANCE MEASURE 6

D6 Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes assessed through e-portfolios or comparable assessment tools.

Potential Strategies

D6C Develop new international education courses and modules for infusion into existing courses and develop more international education courses for distance delivery.

STRATEGIC OUTCOME E: RESOURCES AND STEWARDSHIP: Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.

PERFORMANCE MEASURE 2

E2 Strengthen faculty and staff development to increase by one every two years the number of programs that can be completed by students in underserved regions via distance and off-site learning.

Potential Strategies

E2A Increase the quantity and quality of courses and programs available to students through online, distance and off site learning methods.

STRATEGIC OUTCOME F: RESOURCES AND STEWARDSHIP: Acquire, allocate, and manage public and private revenues and exercise exemplary stewardship over all of the University's resource for a sustainable future.

PERFORMANCE MEASURE 2

F2 Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement.

POTENTIAL STRATEGIES

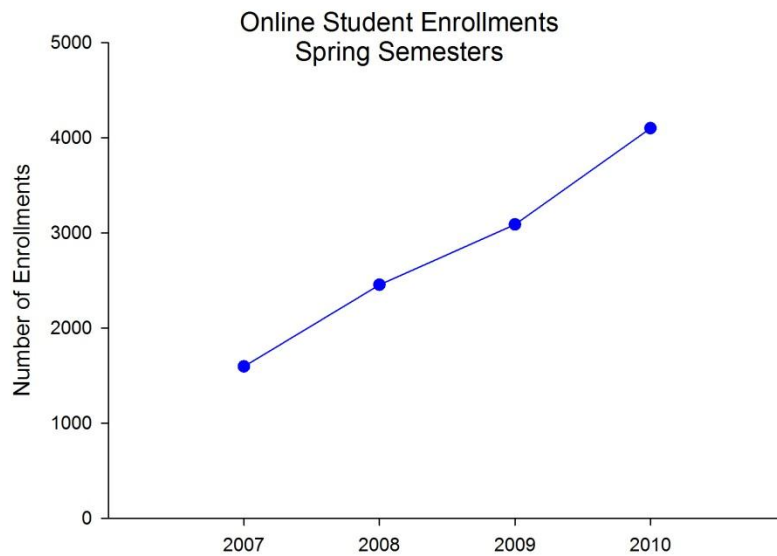
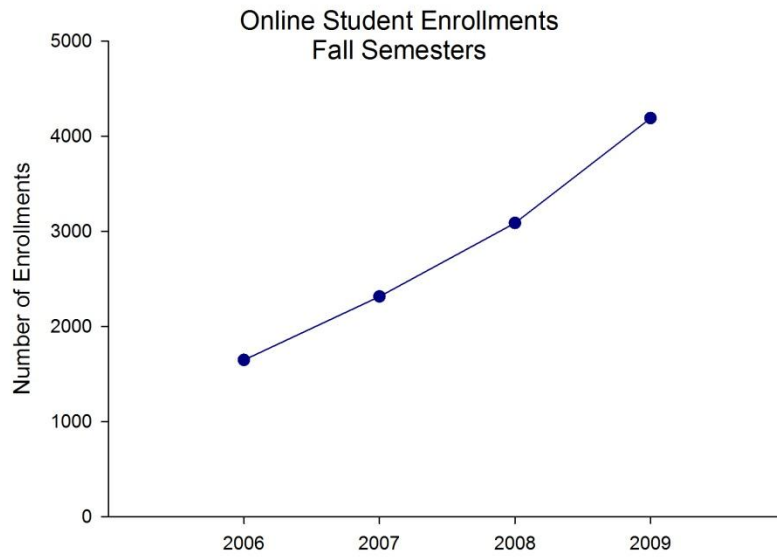
F2B Create and implement a plan to ensure distance learning students have access to support programs and services, including admissions, financial aid, academic advising, placement, and counseling.

In addition to distance education being a significant component of the College's strategic directions, external factors have played a role in the increase in distance-

delivered courses and in the ability of students to complete more than 50% of degree or certificate requirements via distance, particularly online, classes. Enrollment pressures, especially in the most recent three years, and limited facilities have meant that the College needed to find strategies beyond classroom instruction to meet the enrollment demands. In each of the most recent four semesters, the College enrolled over 9,000 students, in a physical plant designed to accommodate 6,000. This growth was possible only through the offering of online and hybrid classes. Another external factor has been the decrease in the number of General Education requirements. Following the lead of the University of Hawai'i at Mānoa, in 2004 the College changed the number of courses required to meet the diversification General Education requirement, from three courses in each of three areas to only two courses in these areas. This reduction in diversification requirements has also contributed to students' ability to complete 50% or more of the AA degree online. Finally, through the use of external funding from US Department of Education Title III, the College has designed and offered extensive professional development opportunities for faculty to learn to teach online courses. These developments will be discussed in more detail in the sections that follow.

The data reflect the trends both in increased online enrollments and in the number of faculty who are offering online courses, as attested in a 2011 study of online offerings. Figure 1 below shows the number of students (duplicated) enrolled in online courses in the Fall and Spring semesters over the four years prior to the study. That number has more than doubled in that time period.

Figure 1. Fall and Spring Student Enrollment



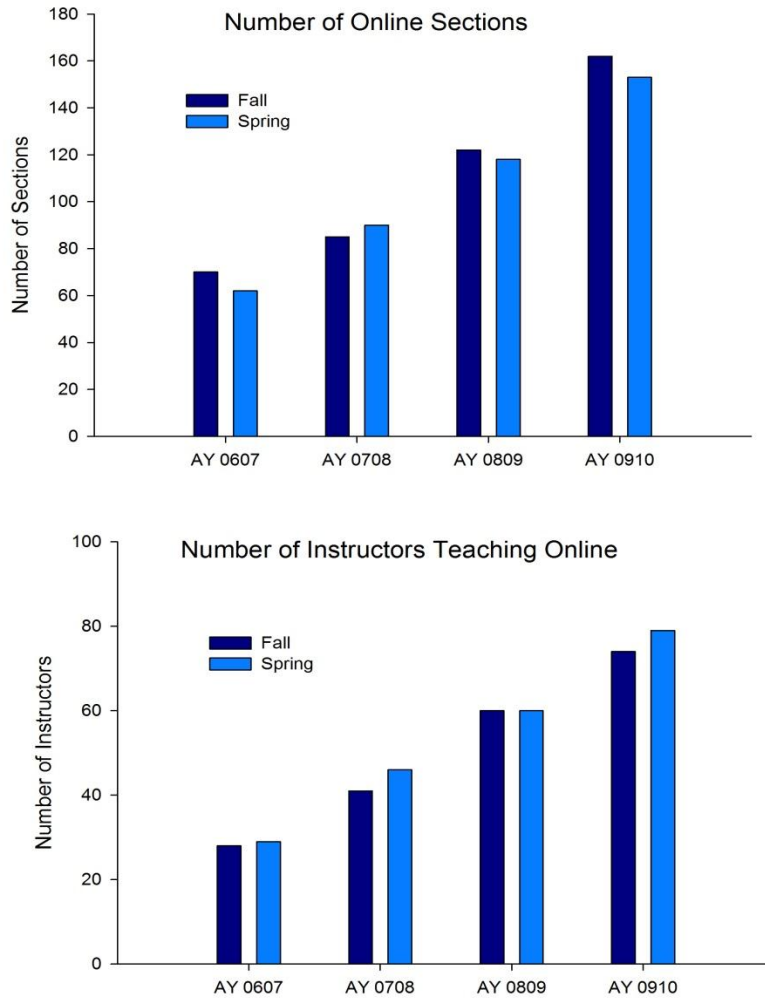
A review of the online student demographics reveals interesting comparisons with the general population of students, details of which are included below in Table 1:

- Female students are over-represented in online learners: 66.8% (Table 1) vs. 59.1% in the general population (IRO report, www.hawaii.edu/iro)
- The largest number of online learners are those 21-24 years old (over 32% in each semester, Table 1). Consistently over the years, around 60% of the online learners are 24 years old or younger (Table 1).
- The vast majority of online students are KCC home-based (81.33% in Spring 2010, Table 1)

Table 1. Demographics of Online Students

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Unduplicated Online Headcounts								
Females	70.76%	66.75%	67.68%	67.23%	66.71%	66.79%	67.06%	66.80%
Males	29.08%	33.25%	31.97%	32.34%	33.20%	33.08%	32.63%	32.96%
Not Specified	0.16%	0.00%	0.35%	0.43%	0.09%	0.13%	0.30%	0.24%
By Age								
Below 18	1.12%	0.42%	1.29%	0.22%	0.98%	0.27%	1.15%	0.20%
18 - 20	25.78%	25.80%	27.28%	27.77%	27.61%	27.65%	26.70%	27.77%
21 - 24	34.30%	33.17%	32.44%	35.22%	35.84%	35.08%	34.19%	32.38%
25 - 29	17.67%	18.76%	18.09%	17.77%	17.14%	16.83%	17.62%	17.65%
30 - 39	14.06%	14.57%	14.70%	12.88%	12.21%	13.36%	13.69%	14.90%
40 Plus	6.99%	7.29%	6.21%	6.14%	6.22%	6.81%	6.64%	7.09%
Not Specified	0.08%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Unduplicated Online Headcount	1,245	1,194	1,708	1,840	2,235	2,246	2,951	2,946
% Increase Online Headcount (Comparisons are fall to fall and spring to spring.)			37.19%	54.10%	30.85%	22.07%	32.04%	31.17%
% Increase KapCC-Based (Comparisons are fall to fall and spring to spring.)			37.37%	61.82%	35.49%	22.91%	31.54%	33.71%
% KapCC-Based of Online Headcount	77.59%	75.46%	77.69%	79.24%	80.45%	79.79%	80.14%	81.33%

Figure 2. Number of Online Sections and Number of Faculty Teaching Online Classes



The number of sections has increased significantly, so much so that over the four-year span of the data, the number of sections of online classes has more than doubled. Similarly, the number of faculty who have elected to innovate and design courses for electronic delivery has more than doubled.

4. The Planning Process

As discussed above, the College's strategic plan includes a commitment to delivering quality programs and to effective use of resources, including technology. Furthermore, with specific reference to the distance-delivered Associate in Arts (AA) degree, the College is the biggest feeder of transfer students and AA graduates to the University of Hawai'i at Mānoa. Thus, offering the AA via distance technology not only increases access to KCC's Liberal Arts program, the largest program at the College, but it also means increasing access to the transfer institutions. Similarly, the online delivery of our most popular business degrees allows the College to reach populations that heretofore may not have had access to these programs. Finally, the College is maximizing its resources through distance delivery: our physical space is limited. The College cannot offer any additional classes during peak times. Online course delivery means that the campus can accommodate enrollment increases without putting additional burdens on already crowded classrooms.

In order to increase access and promote student progress, the Chancellor asked the College to focus on optimizing resources in the delivery of online instruction. In Fall 2006, the College began a detailed planning process for increasing online course delivery, which culminated in a concept paper entitled "Online Distance Learning Recommendations for Kapi'olani Community College" (attached as Appendix 3). The concept paper provides recommendations for the College to consider in the areas of faculty development, student services, student readiness, policies, organizational structure, and curriculum in light of relevant national and other reports and accreditation standards.

Subsequently, in Spring 2007, the Chancellor created the Online Distance Learning Steering Committee with these goals:

- Determine a vision or goal for an online distance learning program
- Create a vision statement to align the goals of the online distance learning program with the mission statement of the college
- Craft short term and long range plans for distance learning at Kapi'olani Community College

The Task Force included representatives from various instructional programs, academic support units, as well as administration. The committee discussed the following issues:

- Factors determining offering online courses
- Overall goal for distance learning
- Training and mentorship of faculty
- A methodology for providing faculty support to move courses to distance learning environments

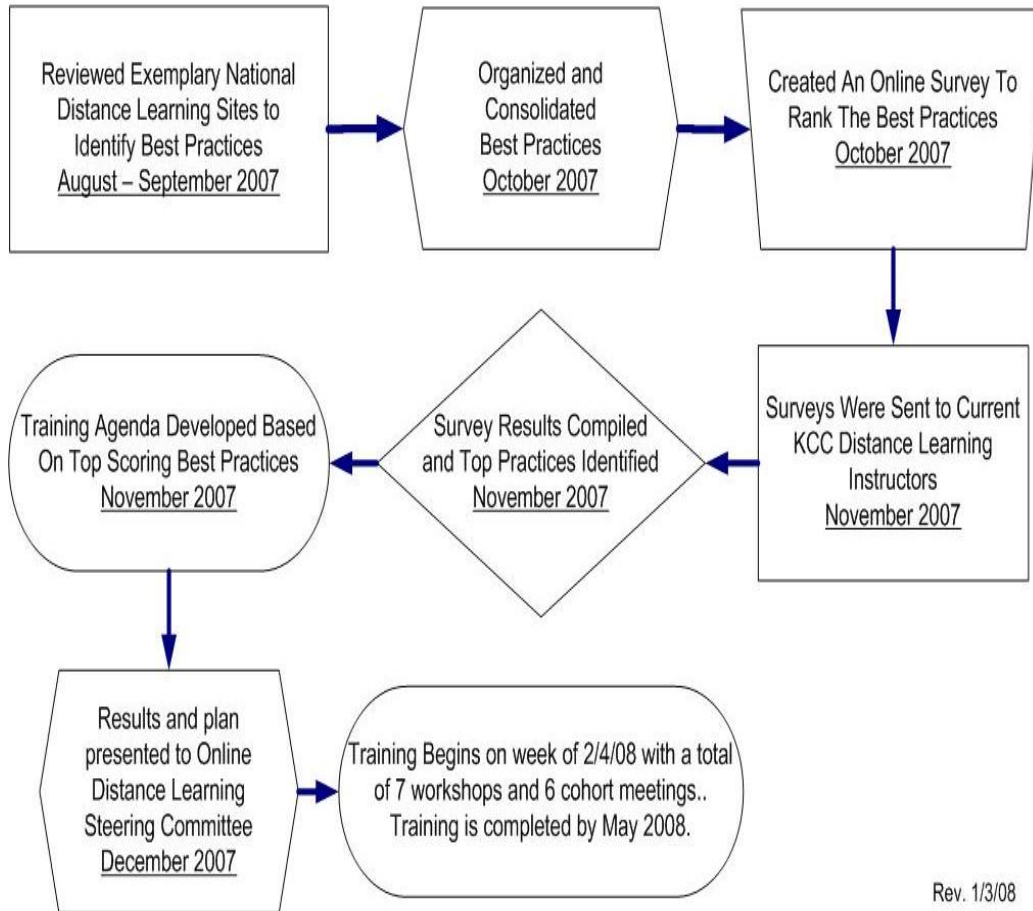
- Current offerings and analysis of target programs

Realizing the growing need for access to higher education and the demographics of the state, the Chancellor challenged the faculty to put 30% of classes online by 2013. The College understood that providing online courses entails far more than simply uploading syllabi and assignments. The earlier concept paper (Appendix 3) had outlined the major issues. The Task Force put forward a major recommendation that resources be allocated to create a distance learning professional development certification program that would give faculty the knowledge, skills and support needed to deliver high quality online courses. With the recommendations of the concept paper and task force in hand, the College committed \$100,000 of Title III funds to develop and implement a structured professional development program (an overview of the program is included below and details are found in Appendix 4, Distance Education Developments). In Spring 2008, the faculty and staff of the Center for Excellence in Learning, Teaching, and Technology (CELTT), in collaboration with the Title III Coordinator and Vice Chancellor for Academic Affairs, launched “Promoting Learning with Technology,” the semester-long cohort program based on best practices and ACCJC accreditation guidelines.

The goals of the program were:

- Increase number of courses offered online
- Encourage high quality learning environments through appropriate training and support:
 - best practices in online teaching
 - components of good course websites using the new Lulima course management system

Development was a collaborative effort that included the committee, faculty on assigned time from Business Education, and CELTT staff. Figure 3 below shows the project’s timeline:



Rev. 1/3/08

Figure 3. Timeline for Development of Online Training

The 13-week program calendar is shown below in Figure 4:

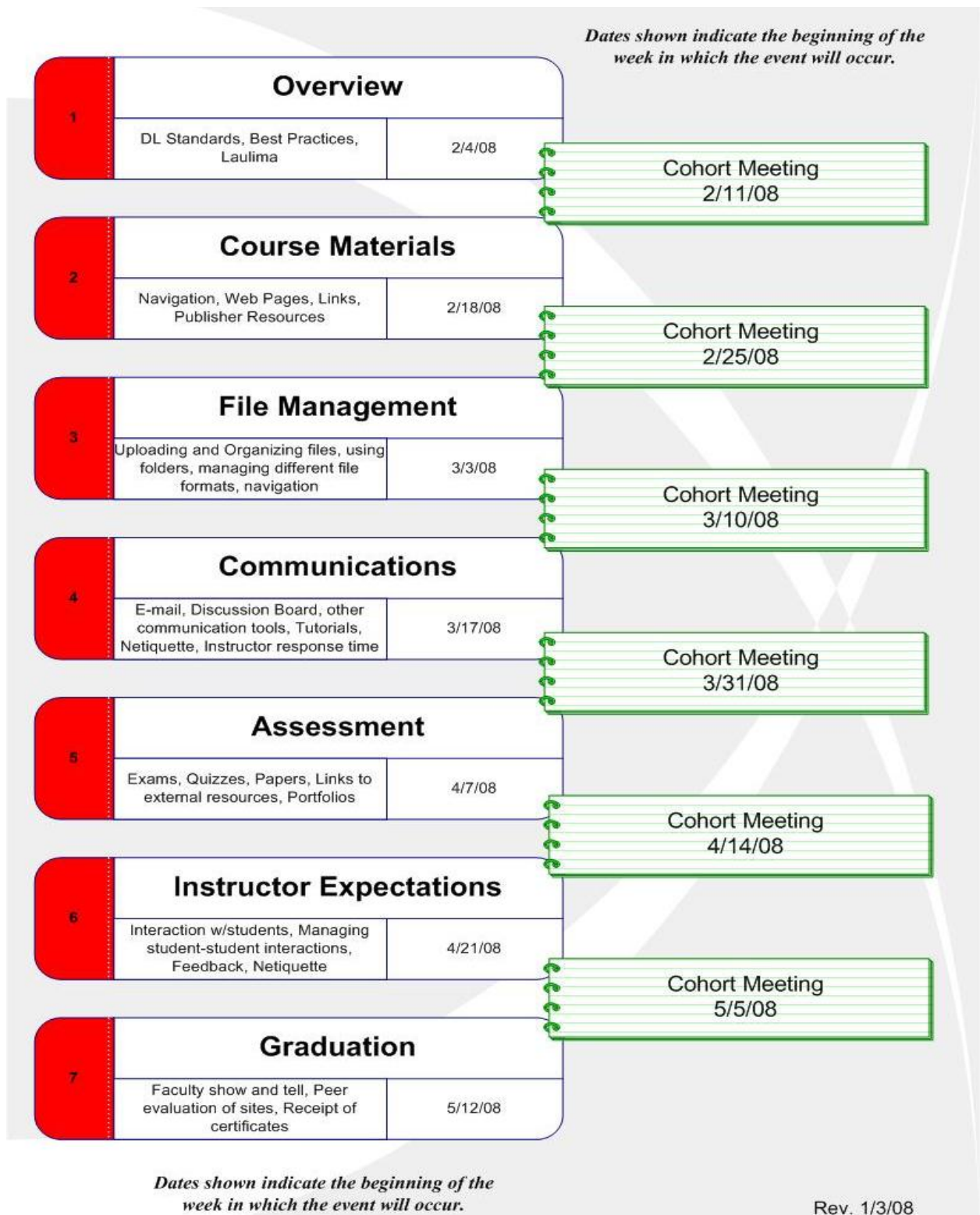


Figure 4. Content and Delivery Schedule of Online Training

Sixty-three faculty from 18 academic and support units participated. Benefits of the program included support in the form of stipends, technical support, the creation of instructional materials, training in Lulima (University of Hawai'i course management program) and other technologies. Cohorts were assigned one CELTT information technology specialist and one or two highly trained student assistants. In addition to supporting the learning of online technology, the program fostered meaningful collaborative and coaching relationships among the participants. The outcomes of the training were well-designed course websites, templates for courses, a cadre of faculty who can coach future distance learning faculty, and stronger relationships between CELTT staff and instructional faculty.

The success of this initial program led to subsequent programs offered by CELTT in the next two years. The second program was a hybrid training program with both face-to-face and online sessions. The current program is entirely online with face-to-face and online meetings with CELTT staff available to participants, as needed. The program has been continually enhanced over time as developers add more information and activities related to community building, student engagement, standards of conduct, universal design for instruction, new Lulima tools, new Web 2.0 tools, and web page templates constructed by CELTT staff.

In 2009, the initial Distance Learning Task Force was replaced by the Ad-Hoc Distance Learning Committee, an ad hoc committee of the Faculty Senate and membership was expanded to include more departments. See Appendix 4 for more information including committee membership lists, meeting notes, and website screen shots.

5. Evidence of Sufficient and Qualified Faculty, Management and Support Staffing

Faculty: As a result of the early deliberations of the Distance Education Task Force and of the Chancellor's commitment to increasing the online course offerings, the College has developed a comprehensive training program to support faculty's professional development, including technology and pedagogy training, outlined above and detailed in Appendix 4. With the professional development program now available online, no major additional development costs are anticipated and the capacity to train additional faculty is maintained. In fact, the College is conducting another cycle of professional development for faculty teaching online in Fall 2011. The professional development prepares faculty for the rigors and technological challenges of delivering a course online.

All faculty who teach online meet the same minimum qualifications as faculty who teach in the classroom: typically a masters degree in the discipline, with some exceptions for career and technical education areas (see www.hawaii.edu/offices/cc/ccadminhr.html for a listing of systemwide community college minimum qualifications). In fact, the majority of faculty who teach online also teach face-to-face. However, with the recent

enrollment pressures and with last-minute changes in faculty projects, lecturers have been assigned online classes without the benefit of extensive training. The College is now making a special effort to provide these lecturers with coaches from among the experienced fulltime faculty.

Faculty members are evaluated in the performance of their primary areas of responsibility once each semester. Given the differences in pedagogy, the Ad Hoc Committee of the Faculty Senate on Distance Learning recently modified the existing evaluation form specifically for online instruction. The “online classroom” is evaluated using the following suggested criteria (see Appendix 5 for a sample of the evaluation template):

1. Effective use of online tools and resources.
2. Appropriateness of class activities to the subject matter and course objectives.
3. Effectiveness of course activities and content delivery.
4. Course layout, organization, and ease of navigation.
5. Knowledge of subject matter.
6. Student interactions, participation, and involvement in the course as appropriate.
7. Instructor interaction with students.

Management: Since the delivery of online courses is an integral part of the College’s operations, the same management team oversees both online and in-person instruction and student support services. The Vice Chancellor for Student Affairs is responsible for the units that provide student support services. The Dean for Business, Legal, and Technology Education, Hospitality and Culinary oversees the online and in-person offerings in Business, and the Dean for Arts and Sciences manages the oversight of the Associate in Arts and the Associates in Natural Science degrees, regardless of delivery method. In addition, the Dean for Health Education has been given overall oversight of distance education in general and since her arrival in Fall 2010, she has been working closely with the coordinator of the Center for Excellence in Learning, Teaching, and Technology (CELTT), to develop the next phases of online instruction. The Vice Chancellor for Academic Affairs, with over 20 years at the institution, oversees CELTT as well as the library and learning resources unit, curriculum management and professional development—all of which are critically integrated with the delivery of distance education.

In addition to the Ad Hoc Committee of the Faculty Senate, which focuses its attention on issues and policies of concern to the instructional and student support faculty, a number of faculty and staff play significant roles in the management of online learning. The College has recently filled a vacant position for Distance Learning Coordinator, whose scope of endeavors includes working with faculty to improve distance learning delivery as well as managing the technological support for distance-delivered courses. The detailed listing of the duties and responsibilities is included as Appendix 6.

Student Support: Information on and contacts for academic advising, academic and career programs, developmental programs, special student services, and career counseling are available at www.kcc.hawaii.edu/page/advising. Counseling services are available via email. Students also have access to many other services through the UH portal (myUH, myuh.hawaii.edu/cp/home/displaylogin), including registration, schedule of courses, financial aid, and graduation audits. Effective Spring 2011, the College is providing students of all online courses with a common online orientation experience (faculty.kcc.hawaii.edu/orientation/). The orientation is designed to assist students in assessing their readiness for online learning, providing them with resources to support their learning and enhance their chances of success. See Appendix 7 for an overview of the electronic resources included in the orientation.

Academic Support: The College, until recently, has provided limited tutoring support of any kind for students. English and math tutoring has been limited primarily to students in remedial and developmental courses, although students in transfer-level courses do sometimes take advantage of the services when tutors are not busy with remedial/developmental students. Tutoring in accounting and information technology courses has been provided through the Business, Legal and Technology Education department. Peer mentors in the science program provide limited tutoring as a part of their responsibilities. However, effective Fall 2011, the College as part of the UHCC consortium has contracted with Smarthinking to provide online tutoring for a broad range of subject areas. For the first time, students in face-to-face as well as online classes will have access to tutoring support in disciplines that have not previously been available. See Appendix 8 for announcement to students of this new tutoring option.

Learning Resources: The KCC library has set up systemwide borrowing where current students or faculty members are able to borrow or return materials to any University of Hawai'i (UH) system library. Circulating books can be borrowed for 28 days for most items and shorter, varying loans for Special Collections such as Hawaiian, Pacific or Asian material. Thus, students from other UH campuses who are enrolled in Kapi'olani's online courses may access KCC's physical collection through inter-library loans.

The library also provides students equal access to all KCC library electronic databases on or off campus. Students use their UHID number to log in to the varied and extensive databases acquired by the library (library.kcc.hawaii.edu/resources/findarticles.php). A sample of the 24 databases of online articles includes:

- EBSCO Host
- Issues & Controversies
- Newsbank
- Sciences Direct
- Garland Encyclopedia of World Music
- The Chronicle of Higher Education
- Hawaiian Journal of History
- Hawai'i Newspaper Index

- Hawai'i Pacific Journal Index
- Science Direct
- MD Consult
- PUBMED
- Journals @ OVID
- Stat!Ref
- CINAHL

Students also have access to online books:

- EbscoHost
- eBrary
- Medical eBooks
- The Online Books Page
- NewsBank newspapers online
- Issues and Controversies
- Hawaii Newspaper Index
- Safari Technology ebooks
- NetLibrary ebooks
- Ulukau/Hawaii Digital Library
- Complete Works of Shakespeare
- Project Gutenberg ebooks
- Google Book Search

Students may also request help from a librarian through an "Ask a Librarian" email reference service, or they can call the library for assistance (library.kcc.hawaii.edu/services.php).

6. Evidence of Appropriate Equipment and Facilities

The College has a total of 17 computer labs, three of which are dedicated open labs solely for student use. In addition, many instructional labs provide student access when classes are not in session. Three classrooms in the Center for Excellence in Learning, Teaching, and Technology can be used for interactive or cable TV courses. Students may, of course, watch the cable TV programming from home or any location that is hooked up to basic cable. The library also provides students with access to technology. The open computer labs housed in the library include 50+ laptops that are available for checkout and over 70 desktop stations. Students have access to Microsoft Office, internet and wireless access, and assistance with online registration. The library also serves as the testing center for online courses. All students in online courses must complete mid-term and final tests in a proctored environment to authenticate their identity. All students in online or off-site courses are required to show proof of identity with a government-issued picture identification to the testing center staff, whether the testing center is on-campus or at a proctored site off-campus. Students who are home-based at another UH institution take their tests and examinations in proctored facilities on their home campus. The testing center staff are vigilant in verifying student identification prior to students' accessing the testing center computers or paper/pencil tests.

The increase in online classes and the requirement for proctored testing have put enormous pressures on the testing center, with over 25,000 test-takers being served in an academic year. The College is currently planning for renovations in the library to accommodate the need for a larger testing space. In the meantime, the testing center has instituted a staggered schedule for final exams. Piloted for the first time in Spring

2011, the effects of staggered schedule were assessed and presented to the department chairs in early Fall 2011. Based on the positive results and the reduction in student wait-time, the consensus of the group was to continue the staggered schedule for Fall 2011, when enrollments in online classes are generally higher. See Appendix 9 for the data and analysis of use of the testing center.

The College has focused recent efforts on upgrading the campus technology to better serve teaching and learning. In 2009 and 2010, Title III funding in the amount of \$497,800.97 was expended for campus-wide classroom technology upgrades. Department chairpersons consulted CELTT, their faculty, and their deans, who then collaborated with the Vice Chancellor for Academic Affairs to make decisions as to which classrooms and labs would be upgraded. Twenty-five classrooms and five labs in nine buildings for eight departments were upgraded (see Appendix 10 for details). A technology inventory for all classrooms is provided in Appendix 11. Faculty who make extensive use of technology in their classrooms now have adequate support. The easy access to technology in the classroom has also nurtured faculty innovation and allowed the faculty to gain confidence in that domain.

In addition to these improvements to instructional spaces, the College has invested in technology infrastructure. Using both US DOE Title III and state-appropriated capital improvement funds, the College has made the following upgrades:

Table 2. Campus Technology Infrastructure Purchases and Upgrades Managed By CELTT 2009-2011			
Item	Funding Source	Date	Approximate Cost
Classroom and lab upgrades	Title III Supplemental	2009	\$170,346.00
Classroom and lab upgrades	Title III Supplemental	2010	\$327,455.00
Elluminate Web Conferencing Perpetual Campus License	Title III	2010	\$127,825.00
Firewall with redundant unit	Campus CIP	2010	\$24,000.00
Kopiko cabling	Title III	2010	\$35,973.00
Installation of fiber cabling between Iliahi, Naio and Lama Buildings	Title III	2011	\$80,667.00
Video Production Hardware and Software	Title III	2011	\$232,783.00
TOTAL			\$999,049.00

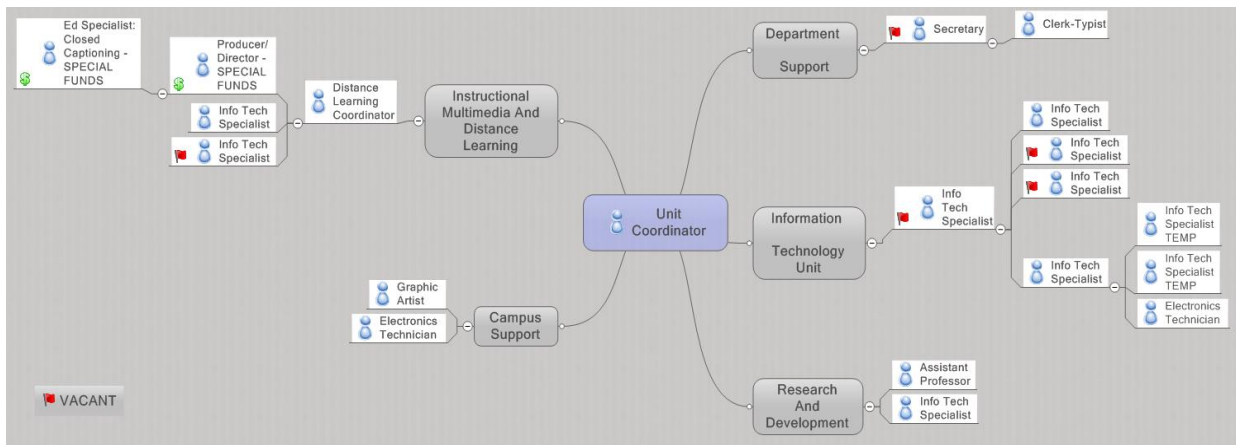
These upgrades have had a noticeable impact on the speed and security of technology access across the campus.

7. Evidence of Fiscal Resources

The College has used external funds to support the Distance Learning Academy (USDOE Title III) and has supported distance learning for many years from its own resources. The Center for Excellence in Learning, Teaching, and Technology (CELTT) is the primary support unit for distance education. The Instructional Media Design team’s permanent regular-funded staffing consists of two fulltime Information Technology (IT) specialist positions, one that is vacant. The team is directed by a fulltime Distance Learning Coordinator (recently hired on a permanent basis) and also two fulltime staff who are on special or trust funds. Assisting the unit is one fulltime Faculty position that is temporarily assigned to this work group due to staffing shortages. Recruitment of full-time permanent personnel has been hampered by the on-going State freeze on the hiring of non-instructional personnel. However, the Chancellor has recently approved CELTT’s filling of all its existing vacancies, one which relates directly to Distance Learning. The existing staffing chart is shown below, including FY 11 salaries covered by the College.

Salary	Status	Title
\$45,996	APT IT Specialist	Professional Development Coordinator
\$60,684	APT IT Specialist	Instructional Support Specialist
\$59,490	Faculty	Faculty (Instructional Design)
\$52,836	APT Media Specialist	Distance Learning Coordinator
\$219,006.00		

The organizational chart for the entire unit is shown below.



In addition to these fulltime positions, CELLT employs a wide range of casual hire personnel, whose skills and talents enhance the existing staff’s ability to support instructional faculty. In FY 10, CELLT spent \$155,124 of its allocated budget for temporary, short-term employees and \$36,913 for student assistants, many of whom worked on web design projects for online faculty.

Budget allocations to the Center for Excellence in Learning, Teaching and Technology have consistently supported the Distance Learning infrastructure with respect to

technology and instructional support, whether positions were permanent or temporary. With the more recent move to fill all vacant positions in the unit, the College will be better able to rely on the continuity and growth of permanent staffing. Through external funding, especially USDOE Title III funds, the College has enriched the professional development component of Distance Learning to enhance faculty's ability to deliver courses that are aligned with best practices. The College has been successful in obtaining five-year grants from USDOE Title III since 1999, with the most recent grant extending until 2015. Finally, the College has most recently submitted a budget request to the State legislature for additional positions and support for Distance Learning, for a total of \$413,526 (see Appendix 12). Given the State's economic conditions, it is unlikely that the request will be funded; nevertheless, the College is committed to supporting Distance Learning. The following internal strategies are currently being considered: reallocating to CELTT vacant positions in other units to increase the support, redescribing certain technology positions to increase support for the infrastructure, reallocating funds to improve the connectivity on campus, and providing additional support to students through redescribing a vacant learning support position to include technology support for students.

8. Evidence of a Plan for Monitoring Achievement of the Desired Outcomes of the Proposed Change

All the College's programs complete annual reviews of program data (ARPD). Beginning with the review of 2009-2010, the reports for academic programs include disaggregated data on student success, separating out achievement data for distance-delivered classes in the program major. As part of the annual review of program effectiveness, faculty now have the ability to focus specifically on the courses in the program offered online. These reports are now also available online (www.hawaii.edu/offices/cc/arpd/index.php). KCC's Office for Institutional Effectiveness did an extensive review of all online courses in AY 2011 (details are included in Appendix 13; excerpted data are discussed below). A more recent study of just those courses included in the four degrees and seven certificates covered in this substantive change requests is discussed below. The data show that initially, student success in online courses lagged behind face-to-face courses, especially with respect to withdrawal rates and overall success. However, the most recent data show that there is no significant difference between the withdrawal rates in online courses and face-to-face courses. More importantly, the success rate in online courses exceeds that of face-to-face courses, albeit only by a fraction of a percent.

Table 3. Difference Between Online and Non-Online Class Success, Completion, and Withdrawal Rates (=Table 4A in Appendix 13)

Online classes were compared to the same kind of non-online classes in each term. Positive numbers indicate higher rates for online classes and negative numbers indicate lower rates for online classes.

Term	% Success	% Completion	% Withdrawal
Fall 2006	-8.59%	-5.34%	5.33%
Spring 2007	-5.31%	-5.69%	4.23%
Fall 2007	-1.21%	-2.90%	2.17%
Spring 2008	-1.47%	-3.19%	1.93%
Fall 2008	-1.07%	-3.10%	2.74%
Spring 2009	-2.31%	-2.91%	1.91%
Fall 2009	-0.36%	-1.16%	1.18%
Spring 2010	0.29%	-1.27%	1.42%

The table above shows the differences between success rates, completion rates, and withdrawal rates of online classes and the corresponding non-online classes. A positive difference indicates that the online class rate was higher than the non-online class. A positive difference shows that the online classes performed BETTER in terms of success rate and completion rate, but WORSE in terms of withdrawal rate. What the data also show is that, overall, student achievement in online classes has improved over time, with more students earning “C” or higher, more students completing, and fewer students withdrawing compared to similar classes offered in the classroom.

The Office for Institutional Effectiveness also examined the success rates of students by disciplines, identifying where students in online classes were more successful or less successful than their counterparts in face-to-face classes. Comparison 1 and Comparison 2 tables in Appendix 13 include a detailed analysis of these data for each semester. A synopsis is provided here for the first and last semesters of data:

Data that show students performed better in certain subject areas in the online classes than in the corresponding face-to-face classes:

- In Fall 2006, classes in 16 subject areas were offered online. In 5 of those 16 areas, online classes had higher success rates than non-online classes: 31.25% of online subject areas. In only 2 subject areas the success rate was 5% or more higher than the corresponding face-to-face classes (Comparison 1 table, Appendix 13).
- In Spring 2010, classes in 32 subject areas were offered online. In 9 of those 32 areas, online classes had higher success rates than non-online classes: 28.13% of online subject areas. However, fully 8 of the 9 online subject areas had success rates that were 5% or more higher than the corresponding face-to-face classes (Comparison 1 table, Appendix 13).

Data that show students performed as well as or better in certain subject areas in the online classes than in the corresponding face-to-face classes:

- In Fall 2006, of the 16 subject areas offered online, 6 subject areas (37.5%) had success rates higher or no more than 3% lower than face-to-face counterparts (Comparison 2 table).
- In Spring 2010, of the 32 subject areas offered online, 16 subject areas (50%) had success rates higher or no more than 3% lower than face-to-face counterparts (Comparison 2 table).

The College is committed to continued monitoring of student success in online classes through the efforts of the Distance Learning Task Force as well as through the annual process of program review.

More recently, the Office for Institutional Effectiveness has generated data on the degrees and certificates that are the focus of this substantive change request:

Table 4. Course Success Rates in Online and Face-to-Face Courses in Targeted Certificates and Degrees

Course Success Rates for Certificate of Competence in Retailing Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online		78.13%		75.86%	67.74%	86.67%	59.26%	59.38%	75.00%	51.69%	41.67%	85.71%	52.48%	52.94%
Non-Online		73.68%		70.83%	66.67%		77.14%	80.65%		52.17%	37.50%		52.17%	58.33%

Course Success Rates for Certificate of Competence in Management Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online				65.63%	73.33%		58.82%	70.77%		76.67%	64.71%		72.73%	68.75%
Non-Online					54.55%		72.00%	81.48%		45.45%	50.00%		85.19%	48.28%

Course Success Rates for Certificate of Competence in Entrepreneurship Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online										70.59%	35.48%		56.67%	60.00%
Non-Online										62.16%	36.73%		57.50%	46.51%

Course Success Rates for Certificate in Legal Secretary Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	%	%	%	%	59.09%	%	%	81.48%	%	86.21%	70.97%	85.71%	67.42%	59.26%
Non-Online	%	%	%	%	%	%	%	%	%	%	%	%	76.19%	70.59%

Course Success Rates for Certificate of Completion in Tax Preparer Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	66.67%	64.47%	74.36%	50.70%	53.10%	75.29%	61.87%	52.85%	73.74%	59.17%	52.94%	69.05%	60.38%	55.45%
Non-Online	61.46%	70.31%	82.61%	67.60%	62.41%	85.48%	59.26%	60.29%	82.80%	65.94%	68.42%	89.58%	65.87%	66.78%

Course Success Rates for Certificate of Completion in Payroll Preparer Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	56.17%	61.49%	74.34%	51.35%	52.45%	87.76%	57.44%	50.73%	72.39%	63.06%	60.57%	78.26%	62.79%	62.70%
Non-Online	60.63%	63.75%	84.55%	61.06%	60.65%	84.09%	62.43%	65.52%	85.57%	66.21%	67.59%	90.91%	68.17%	65.82%

Course Success Rates for Certificate of Completion in Database Administration Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	54.81%	60.68%	74.12%	53.06%	46.61%	93.48%	46.43%	45.30%	68.18%	58.96%	61.48%	81.82%	59.29%	63.25%
Non-Online	63.88%	63.84%	96.15%	61.28%	64.84%	92.00%	68.01%	72.52%	92.11%	69.69%	70.35%	93.75%	70.57%	67.61%

Course Success Rates for Certificate of Completion in Customer Service Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online		78.13%		70.49%	69.57%	86.67%	59.13%	61.90%	75.00%	57.98%	52.86%	85.71%	57.46%	60.61%
Non-Online		73.68%		70.83%	60.87%		75.00%	81.03%		48.89%	44.83%		70.00%	52.83%

Course Success Rates for Certificate of Achievement in Marketing Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	59.83%	62.85%	76.87%	62.69%	61.23%	79.63%	61.78%	63.33%	80.66%	63.37%	62.69%	80.75%	63.81%	59.90%
Non-Online	67.20%	69.68%	83.60%	65.82%	66.25%	86.37%	65.55%	68.36%	86.71%	65.52%	64.74%	83.83%	66.94%	65.66%

Course Success Rates for Certificate of Achievement in Accounting Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	50.85%	54.55%	75.56%	51.75%	54.82%	76.28%	52.24%	55.58%	77.75%	58.19%	58.33%	75.82%	58.22%	58.09%
Non-Online	65.54%	66.93%	85.10%	60.92%	61.59%	84.14%	61.85%	67.35%	82.43%	66.09%	66.80%	87.06%	69.47%	63.86%

Course Success Rates for AS in Paralegal Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	60.96%	62.11%	78.37%	66.24%	63.38%	79.85%	63.74%	66.33%	83.05%	63.59%	61.02%	86.36%	64.38%	62.05%
Non-Online	73.26%	69.10%	82.31%	67.68%	69.53%	85.81%	66.83%	70.13%	82.96%	67.85%	68.13%	84.70%	70.02%	68.74%

Course Success Rates for AS in Natural Science Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	60.82%	65.43%	78.75%	65.17%	62.97%	81.64%	64.04%	65.51%	81.56%	65.89%	66.29%	82.70%	65.41%	60.31%
Non-Online	67.25%	70.16%	83.83%	65.48%	67.19%	87.50%	64.89%	70.12%	87.75%	66.51%	66.03%	85.47%	68.50%	68.32%

Course Success Rates for AS in Marketing Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	57.84%	60.97%	81.28%	63.08%	63.69%	81.94%	61.29%	64.29%	83.37%	62.40%	59.64%	83.72%	62.34%	61.67%
Non-Online	68.83%	69.63%	85.32%	64.52%	63.19%	84.85%	67.02%	71.03%	83.45%	66.72%	67.15%	87.10%	70.24%	66.32%

Course Success Rates for AS in Information Technology Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	57.84%	60.11%	80.71%	64.06%	62.23%	83.63%	61.72%	63.80%	82.04%	62.38%	60.33%	84.95%	62.80%	61.13%
Non-Online	68.83%	67.94%	84.97%	64.00%	62.14%	85.02%	66.62%	69.74%	83.45%	66.94%	67.04%	87.10%	70.12%	65.66%

Course Success Rates for AS in Accounting Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	58.95%	61.44%	78.66%	62.66%	63.88%	79.37%	62.84%	64.20%	84.98%	64.10%	59.91%	84.00%	64.28%	62.93%
Non-Online	70.56%	71.74%	84.60%	67.30%	67.90%	86.64%	68.02%	71.55%	84.24%	68.43%	67.74%	86.16%	69.96%	66.94%

Course Success Rates for AA in Liberal Arts Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Sum 2007	Fall 2007	Spring 2008	Sum 2008	Fall 2008	Spring 2009	Sum 2009	Fall 2009	Spring 2010	Sum 2010	Fall 2010	Spring 2011
All Courses														
Online	59.73%	62.35%	78.10%	63.46%	61.46%	79.14%	62.59%	63.90%	81.87%	63.18%	62.84%	81.30%	63.83%	58.68%
Non-Online	67.89%	69.72%	83.02%	65.78%	67.19%	85.99%	64.79%	67.90%	86.55%	65.13%	64.16%	82.49%	66.20%	65.42%

The data in these tables reflect that success rates in Fall and Spring semesters in both online and non-online courses do not show a high degree of variability from one semester to the next. The one exception appears to be the courses in the Certificate of Completion in Database Administration, where success rates in Fall and Spring vary as much as almost 30%. In addition, success rates in Fall and Spring non-online courses are generally higher than in online courses. The College has recognized the need to improve student achievement in online classes. With completion of the professional development program now a requirement to offer online classes, success rates will be monitored more closely, with a specific focus on those faculty who have completed the program. Furthermore, with the University of Hawai'i's Graduation Initiative and the College's Strategic Plan goals of improving student achievement, the College will be closely monitoring student performance and making adjustments to teaching and learning strategies to promote improvement. What is also clear from these data is that success rates in summer classes are consistently and significantly higher than the success rates in Fall and Spring.

Details of the success rates of all the online and non-online courses in each of the certificates and degrees summarized in Table 4 are included in Appendix 14.

While the College has implemented a separate collection process for data on online classes, the curriculum review process for online courses is not distinct from the process used to review and approve face-to-face courses. Faculty develop new courses or modify existing courses, which must then be reviewed by the discipline and departmental faculty as well as by the library, CELTT, counselors, and program dean prior to submission for review by the collegewide curriculum committee. As part of this process, now managed online by a software program called Curriculum Central, faculty must indicate whether the course is appropriate for online delivery, and all reviewers have the opportunity to comment on this aspect of the course.

Students in both face-to-face and online classes complete evaluations of the faculty and the courses through an online instrument called eCAFE, (e-Course Assessment and Faculty Evaluation), managed by the UH system. Faculty report on their evaluations as part of the self-assessment process. In addition, colleagues complete “peer observations” of online classes and submit these to the instructor for feedback and for inclusion in the instructor’s self-assessment document (see Appendix 5 for a copy of the peer evaluation form).

9. Evidence that the Institution Has Received all Necessary Internal and External Approvals

A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained.

The existing curriculum review process includes identification of whether a course is deemed appropriate for online delivery. The curriculum proposal, including the possibility of offering the course online, is reviewed by the discipline faculty, department chair, program dean, academic support units, curriculum committee, Faculty Senate, and Vice Chancellor for Academic Affairs, before final approval by the Chancellor. No approvals external to the campus are needed to deliver courses or programs online. Degrees and certificates where 50% or more of the requirements may be met by distance delivery require substantive change approval by ACCJC. The College has previously obtained this approval for professionally accredited health programs offered off-site and two degrees where 50% or more of the requirements were met via distance education classes. The College is now requesting approval for the online delivery of several additional programs, none of which undergoes professional accreditation.

Evidence that any legal requirements have been met.

No legal requirements apply to the College’s offering of online courses.

Evidence of governing board action to approve the change and any budget supporting the change.

The University of Hawai’i Board of Regents does not have an approval process specific to the distance delivery of existing, approved programs. All of the programs included in this

substantive change request have been granted established status by the UH Board of Regents.

10. Evidence that Each Eligibility Requirement Will Still be Fulfilled Related to the Change

The delivery of these degrees and certificates via distance technology will not have an adverse impact on the College's ability to meet Eligibility Requirements. The degrees and certificates identified in this proposal are all part of the ongoing mission and academic programs of the College.

Certification of Continued Compliance with Eligibility Requirements

1. Authority

Kapi'olani Community College (the College) is a public two-year college operating under the authority of the State of Hawai'i and the University of Hawai'i Board of Regents. Governance of the University of Hawai'i is vested in a 12-member Board of Regents. The Regents are appointed by the Governor of Hawai'i with the approval of the State Legislature. Membership on the Board is controlled by State Law (Chapter 304-3, Hawai'i Revised Statutes - §304-3).

The statute states that the affairs of the university shall be under the general management and control of the Board of Regents. The statute also indicates that the members of the Board of Regents are appointed by the Governor of the State of Hawai'i, and prescribes the size of the Board, how the members are selected, their terms of office, when the Board is expected to meet, and how they are compensated. The Board of Regents authorizes all Associate Degrees of the College and has approved all degrees submitted in this substantive change request.

2. Mission

The College Mission Statement was reviewed and revised as part of the process for updating its Strategic Plan for 2008-2105. The most recent strategic planning process engaged 24 campus and 20 community representatives and was formally approved by campus governance bodies before being approved by the UH Board of Regents on May 20, 2010.

The mission and strategic plan, along with annual and three-year program review, are guiding the tactical planning of academic programs and administrative and educational support units for the period 2009-2012, and will guide the next cycle of tactical planning for 2012-2015. The mission, vision and values statements are easily accessed and broadly communicated to the public from the College's homepage. The entire Strategic

Plan for 2008-2015, provided here as Appendix 2, is also easily accessed on the College's homepage (kcc.hawaii.edu/page/home).

The institution's commitment to student learning is found in three separate "prepares students" statements within the mission: The College prepares students to meet personal enrichment goals, to meet rigorous associate and baccalaureate degree requirements and employment standards, and for lives of ethical and personal responsibility.

This "prepares students" approach to stating learning outcomes was developed during the College's decade-long engagement with the "Greater Expectations" and "Liberal Education and America's Promise" initiatives of the Association of American Colleges and Universities (AAC&U). The College used the AAC&U Essential Learning Outcomes and Value Rubrics in developing its new General Education learning outcomes and these outcomes also serve as institutional learning outcomes.

The Strategic Plan, which provides the blueprint for fulfilling this mission, has two specific performance measures tied to improvements in distance education:

B5. Using effective distance and off site learning strategies, increase enrollment of students from underserved communities from 1,103 in 2006 to 1,481 in 2015, and increase degrees awarded to these students from 114 to 150.

E2. Strengthen faculty and staff development to increase by one every two years the number of programs that can be completed by students in underserved regions via distance education.

3. Governing Board

The functioning governing board for the College is the University of Hawai'i Board of Regents. The Bylaws and Policies of the Board of Regents define the duties and responsibilities of the Board and its officers and committees. The Board is responsible for the internal organization and management of the University of Hawai'i System.

The UH Board of Regents is an independent policy-making body reflecting constituent and public interests in Board activities and decision-making. A majority of the Board members have no employment, family, ownership, or other personal financial interests in the University. The Board of Regents adheres to a policy governing conflicts of interest, assuring that those interests are disclosed and that they do not interfere with the impartiality of the governing board members or outweigh their greater duty to ensure academic and fiscal integrity of the University and of Kapi'olani Community College.

4. Chief Executive Officer

Since his appointment by the UH Board of Regents beginning August 1, 2007, Dr. Leon Richards has been the Chancellor and Chief Executive Officer at Kapi'olani Community College. He is a full-time administrator who does not serve on the governing board of the University System. He has the requisite authority to administer Board policies.

5. Administrative Capacity

The College has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission, vision, values, strategic outcomes and performance measures. The administrative staff is made up of fourteen members, eight of whom are in executive (E) positions. The administrative staff also includes a representative of Kalāualani (a governance body representing Native Hawaiian faculty and staff at the campus and UH system level). Five of the administrators have doctoral degrees, eight have master's degrees, and one has a bachelor's degree.

Administrator Name	Title	Highest Degree Attained
Leon Richards (E)	Chancellor	PhD
Salvatore Lanzilotti	Assistant to the Chancellor	PhD
Louise Pagotto (E)	Vice Chancellor for Academic Affairs	PhD
Milton Higa (E)	Vice Chancellor for Administrative Services	MBA
Mona Lee (E)	Vice Chancellor for Student Affairs	MA
Carol Hoshiko (E)	Dean, Continuing Education and Community Relations	MA
Robert Franco	Professor, Director of the Office for Institutional Effectiveness	PhD
Charles Sasaki (E)	Dean, Arts and Sciences	MA
Frank Haas (E)	Dean, Business, Legal, and Technology Education, Hospitality and Culinary	MA
Patricia O'Hagan (E)	Dean, Nursing and Health Sciences	PhD
Kauka deSilva	Professor, Kalāualani	MFA
Kelli Goya	Pathways Coordinator	MA
Esben Borsting	Title III Coordinator	MA
Conrad Nonaka (E)	Culinary Institute of the Pacific	BA

Dean O’Hagan has primary responsibility for Distance Education. Vice-Chancellor Pagotto oversees Library and Learning Resources, CELTT, and all academic programs and their integration of Distance Learning.

Executive Administrators are subject to “360” evaluations every year, and all administrators submit annual Performance Appraisals to the Chancellor.

6. Operational Status

Since 2006, Kapi’olani has experienced steady enrollment growth to 9,030 students in Fall 2011. Resident and non-resident enrollment and tuition growth, general fund allocations, and substantial federal funding streams have helped the College remain fiscally sound. The College serves a diverse multi-ethnic population seeking certificates, degrees, transfer, and lifelong learning opportunities.

Between 2006 and 2010, online enrollment in fall semesters has increased from 1,245 to 2,951 students, while online enrollment in spring semesters has increased from 1,194 to 2,946.

7. Degrees

Academic programs at the College emphasize the outcomes of learning rather than the experience or time spent in learning. The College mission statement emphasizes that it “prepares students” to meet personal enrichment goals, to meet rigorous associate and baccalaureate degree requirements and employment standards, and for lives of ethical and personal responsibility. The College attains these goals by offering students the opportunity to earn an Associate in Arts (AA) degree, an Associate in Science (AS) degree, an Associate in Technical Studies (ATS) degree, Certificates of Achievement (CA), Certificates of Completion (CC), Certificates of Competence (CCo), and Academic Subject Certificates (ASC). The College has recently received approval from the University of Hawai’i Board of Regents to offer two Advanced Professional Certificate programs (Culinary Management and Information Technology). The College is now preparing a substantive change proposal for review by ACCJC.

A “degree” is an academic credential awarded in accordance with UH Board of Regents approval and consists of the components of the general education core requirements, college/program requirements, major requirements (if any), electives (if any), and additional degree requirements. Additional degree requirements include total credit requirement, minimum cumulative grade point ratio, minimum grade point ratio, or grades for courses applied to the “major or program requirements,” and other related requirements such as writing-intensive classes and classes in second languages.

A significant proportion of students at the College are enrolled in associate degree and certificate programs. Of the 9,301 students enrolled at the College in fall 2010, 7,356

students (79.1% percent) were home-based at Kapi'olani. Of these, 6,474 (88.0% percent) are in degree or certificate programs.

8. Educational Programs

The principal degrees of the College are congruent with its mission to prepare students to meet personal enrichment goals, to meet rigorous associate and baccalaureate requirements and employment standards, and for lives of ethical and social responsibility. The degrees are based on recognized higher education disciplines, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes.

Degree programs require at least two years of academic study. Degree programs on campus are carefully and professionally developed to articulate with UH baccalaureate-degree granting institutions, where appropriate. For example, the new Associate in Science in Natural Sciences (ASNS) degree with concentrations in Life and Physical Sciences was developed through collaborative dialogue with other UH baccalaureates campuses and the UH community colleges.

Three academic clusters—Arts and Sciences, Health Education, and Career and Technical Education (Business, Legal and Technology Education, Hospitality, and Culinary)—provide two-year degree and certificate programs. All certificate and degree programs conduct annual and three-year program reviews, and departments and units have developed tactical plans for 2009-2012 that emphasize student learning, assessment, evaluation, and improvement. These tactical plans are supported by tactical plans of administrative and educational support units in their common goal to improve student engagement, learning, and achievement.

9. Academic Credit

Kapi'olani Community College uses the definition of academic credit hour established in UH Executive Policy – Academic Affairs, E5.228, dated August 1, 2011 (www.hawaii.edu/apis/ep/). The College also uses the generally accepted Carnegie unit as the basis for awarding credit: one semester hour (one credit) is equivalent to one hour of lecture per week. Additional equivalences also follow established practice: two hours of lecture/lab are equivalent to one credit. Three hours of lab are equivalent to one credit.

Certain other types of courses have different equivalencies. For example, one credit of a cooperative education course is equivalent to a one-hour-per-week seminar plus three-hours-per-week work experience. The College also has policies governing the transfer of credits into the College and transfer from the College to other schools in the UH System. The UH Board of Regents policy on transfer addresses the need for the process to be “as simple and predictable as possible.”

10. Student Learning Achievement

All programs at the College have student learning outcomes at the degree and program level, and learning competencies at the course level. These are all listed in the Catalog (kcc.hawaii.edu/page/catalog). All course competencies are assessed by instructors and grades are awarded based on student attainment of the outcomes. Students are required to attain at least a 2.0 grade point ratio in all the courses required for degrees and certificates.

Attainment of program outcomes can also be demonstrated by students' success in subsequent endeavors: upon transfer, in licensure examinations, or obtaining employment. Liberal Arts majors and other students who transfer to four-year institutions in the UH System demonstrate the attainment of the program outcomes by their success in subsequent courses. Degree, Program, and Course Learning Assessment was integrated into Annual Program Review Data in Fall 2011.

Through its Learning Outcomes Assessment Committee, the College has developed a robust set of strategies for assessing student learning outcomes. In this endeavor, the College is also receiving support from the U.S. Department of Education, the American Council on Education, the National Coalition for E-portfolio Research, and the National Science Foundation.

Faculty teaching courses meeting general education requirements, offered in face-to-face settings or via distance learning, have aligned their course competencies with new (2009) general education and degree program learning outcomes. Faculty are developing and implementing strategies to assess the achievement of course competencies and program level student learning outcomes as specified in program tactical plans for 2009-2012, and Campus Strategic Planning for 2008-15.

Success for students at the course level is defined as "earning a C grade or higher." In fall 2006, students taking courses in online settings had course rates that were 8.59 percent lower than those taking the same courses in face-to-face settings. By spring 2010, students taking courses in online settings had course success rates that were .29 percent higher than those taking the same courses in face-to-face settings.

11. General Education

All associate degrees at the College require successful completion of General Education courses. Associate in Science degrees require a minimum of 15 credits of General Education: three credits in communication, three in mathematical reasoning, and three in each of the following: Humanities, Natural Sciences, and Social Sciences.

An Associate in Arts degree requires 60 credits, all of which are General Education courses and 42 of which are in specific areas. Foundation courses include written communication (3 credits), symbolic reasoning (3 credits), and global and multicultural perspectives (6 credits). The major areas of knowledge are addressed by diversification requirements: 6 credits in Arts and Humanities, 7 credits in Natural Sciences, and 6 credits in Social Sciences.

In addition, to graduate with an AA degree, a student must take an oral communication course (3 credits) and two semesters (8 credits) of language instruction. The remaining 18 credits for the AA degree may be from Liberal Arts courses or courses in the career and vocational education programs that have been articulated with the four-year campuses.

In 2009, five new General Education Student Learning Outcomes were developed and approved by the Faculty Senate and administration:

- 1) Thinking/Inquiry
- 2) Communication
- 3) Self and Community/Diversity of Human Experience
- 4) Aesthetic Engagement
- 5) Integrative Learning

One cycle of assessing, evaluating, and improving these student learning outcomes has been integrated into program tactical plans for 2009-12, and a second cycle will be completed in 2012-15.

General Education courses promote academic inquiry and are delivered with the rigor appropriate to institutions of higher learning. All Arts and Sciences courses at the College are articulated with their counterparts at the University of Hawai'i at Mānoa, the main destination for Kapi'olani's transfer students. In 2010-11, 93 percent of the College's students who transferred to a UH baccalaureate campus, transferred to UH Mānoa.

12. Academic Freedom

Board of Regents Policy 9-15 (b) establishes the UH System policies on safeguarding the faculty's freedom to pursue academic endeavors (www.hawaii.edu/offices/bor/policy/borpch9.pdf). Article IX-A of the faculty bargaining agreement with the Regents also addresses faculty rights to academic freedom:

“Faculty Members are entitled to freedom in the classroom in discussing subjects of expertise, in the conduct of research in their field of special competence, and in the publication of the results of their research. The Employer recognizes that Faculty Members, in speaking and writing outside the University upon subjects beyond the scope

of their own field of study, are entitled to precisely the same freedom and are subject to the same responsibility as attached to all other citizens. When thus speaking as a citizen, they should be free from censorship or discipline” (2009- 2015 Agreement of the University of Hawai‘i Professional Assembly, www.uhpa.org/uhpa-bor-contract).

13. Faculty

The College employs qualified faculty with full-time responsibilities for program development, program delivery, and learning support. Faculty responsibilities are listed in position descriptions in job advertisements, and include student advising, professional development, and learning outcomes assessment.

All recruitment advertisements for new faculty include statements that specify faculty roles and responsibilities in learning outcomes assessment. This language reads: *“Under general supervision, design, deliver, and assess instruction in [discipline or disciplines] in terms of student-learning outcomes; develop and/or update course content and materials and teaching and assessment strategies and methods to 1) improve student attainment of learning outcomes...”*

No faculty are exclusively defined as distance education faculty. In spring 2008, the faculty and staff of the Center for Excellence in Learning, Teaching, and Technology began a semester-long cohort-training program implementing national best practices and the ACCJC/WASC accreditation guidelines. Currently, 85 faculty have successfully completed this training and 78 instructors taught online courses in 2009-10 as part of their regular teaching responsibilities.

The College maintains quality programs through the efforts of its faculty, whose relevant characteristics are detailed below. In fall 2010, the College had 197 full-time faculty, 127 were tenured, 40 were on tenure tracks, and 30 were not on tenure tracks. The College has 184 part-time faculty and a full-time/part-time ratio of 1.07 (IPEDS, Human Resources Report 2010-11). All faculty must meet Minimum Qualification as determined by the University of Hawaii Community College system (www.hawaii.edu/offices/cc/ccadminhr.html). A complete listing of faculty and their degrees is found in the last section of the Catalog (kcc.hawaii.edu/page/catalog). In certain career and vocational education programs offered at the College, and certain performing arts courses, minimum qualifications may allow faculty to teach without a graduate degree.

The College benefits from the skills and expertise of another 146 full-time staff in executive, administrative, managerial (9), other professional (63), clerical and secretarial (41), and skilled craft, service, and maintenance (33) positions.

14. Student Services

Student Services are consistent with all UH Board policies and provide a wide range of support activities across the academic programs for students or potential students. Services include GEAR-UP Bridge activities, counseling, academic advising, First Year Experience, orientation, admission, financial aid, student activities, student publications, student government, and career and other bridge programs. Specific support services are designed for Native Hawaiian students, veterans, single parents, TRIO students, and students with disabilities. Through tactical planning, Student Services has developed and begun assessing student learning outcomes for continuous improvement in the quality of the students' experience.

To enhance its services to students, the College uses the Student Accountability and Record System (SARS) to track the utilization and success of the programs. Counselors are also developing procedures and policies for e-counseling to meet the needs of the growing activities in distance learning at the College.

The Counseling and Academic Advising Council (CAAC) provides a communication link among the counselors who are assigned to various academic programs and administrative and educational support units headed by deans. The Council coordinates student-support functions within those units to provide quality control, consistency, and professional development for student services personnel.

Information on and contacts for academic advising, academic and career programs, developmental programs, special student services, career counseling and job placement are available at www.kcc.hawaii.edu/page/advising. Counseling services are available via email. Students also have access to many other services through the UH portal (myuh.hawaii.edu/cp/home/displaylogin), including registration, schedule of courses, financial aid, and graduation audits.

Effective Spring 2011, the College is providing students in all online courses with a common online orientation experience. The orientation is designed to assist students in assessing their readiness for online learning, providing them with resources to support their learning and enhance their chances of success. See Appendix 7 for details.

15. Admissions

The admission policy of the College is consistent with Board of Regents policy and with the College mission to provide open access. Anyone 18 years of age or older, or who has earned a high school diploma or equivalency, meets the criteria for eligibility to attend the College. Other eligibility requirements apply to high school students participating in the Running Start, Jump Start, or Early Admit Programs, and international students on F-1 visas. The Kekaulike Information and Service Center (KISC) serves as the one-stop location for admission, financial aid, registration, and payments.

Online delivery of courses and programs has no adverse impact on admission policies or KISC operations.

16. Information and Learning Resources

The Library and Learning Resources Unit (consisting of the Library, Open Computer Labs, and a Testing/Placement Lab) supports the mission, vision, and values, and curriculum of Kapi'olani Community College by providing an innovative environment for learning and research. Internet access, system-wide borrowing at any UH Library, and remote access to electronic resources are provided without charge to students and faculty. Other services include library orientation, reference assistance, group study rooms, wireless access to the campus internet network, photocopiers, online testing, placement testing, and continuous CNN newscasts. College-wide information is disseminated through the campus website as developed by the Web Team, which reports to the CELTT unit head.

The delivery of online courses and programs has been integrated into the tactical plans of these two academic support units
(ofie.kcc.hawaii.edu/index.php?option=com_content&view=article&id=26&Itemid=60)

17. Financial Resources

Kapi'olani Community College is supported by and dependent upon multiple sources of revenue. The revenue categories include State of Hawai'i General Funds, tuition and fees special funds, continuing education special funds, Summer Session special funds, revolving funds, grants, and donations. Until 1996, the campus and the University of Hawai'i in general were totally dependent on appropriated state General Funds for funding of personnel and operations. As part of the legislation that gave the University significant administrative autonomy from the State, the University and the College were allowed to keep tuition revenues.

While the College initially anticipated that the tuition revenues would increase the total resources available for the College and the University, the unfavorable economic conditions in Hawai'i during the late nineties led to a reduction in appropriated General Funds. Tuition revenues, therefore, became an essential source of funds to balance the budget instead of a means to enhance or enrich programs. The College was able to maintain its level of services without resorting to significant reductions of programs or instructional offerings.

In spite of continuing declines in state general fund support to the College, increases in tuition and supplemental funding from external grants has provided renewed financial stability. In 2008, as the campus was approaching maximum enrollment capacity in its classroom environments, it moved to increase capacity in the online environment so that tuition revenues would continue to grow, and it could strengthen program delivery

to under-served communities, as specified in its Strategic Plan for 2008-15. Increasing the quantity and quality of courses in the online environment has resulted in sustained increases in tuition revenue and thus greater financial stability for the College.

Since increasing distance education quantity and quality remains essential to the long-term financial stability of the College, roles and responsibilities are integrated into the workloads of three executive positions and the unit head of the Center for Excellence in Learning, Teaching, and Technology. This Center provides research-based best practice training for faculty so that they too could integrate distance learning into their teaching responsibilities. This strategy of integrating distance education into the roles and responsibilities of existing positions contributes to the long-term fiscal stability of distance education and the College.

The delivery of courses and programs via distance education modalities has not adversely affected the College's financial resources.

18. Financial Accountability

Annual financial audits are conducted by externally contracted certified public accountants. The annual audit is performed on the University of Hawai'i centralized financial accounting system that services each of the ten campuses of the University of Hawai'i System. As part of the annual financial audit, a separate schedule is prepared for the community college campuses in order to comply with the standards of accreditation.

The Board of Regents reviews these audit reports annually. The financial audit and management responses to any exceptions are reviewed and discussed in public sessions. In addition, intermittent audits have been prescribed by the Hawai'i State Legislature on specific programs or funds of the University of Hawai'i, including the Kapi'olani campus. The College administration has responded to all findings and exceptions. The College consistently demonstrates integrity in the use of federal grant monies, which have increased steadily since 2000.

19. Institutional Planning and Evaluation

The Office for Institutional Effectiveness (OFIE) (ofie.kcc.hawaii.edu) systematically coordinates and facilitates institutional planning and program evaluation for all academic programs and administrative and educational support units at the College. The focus of each of these programs and units is on student engagement, improved student learning and achievement of educational goals. Each of these programs implements three-year tactical plans for improvement aligned with the College Strategic Plan for 2008-15.

Each year, annual reviews of program data (ARPD) identify strengths and weaknesses with the academic programs. The ARPD drive tactical planning for improvement. The Policy, Planning, and Assessment Council oversees tactical planning through an ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

20. Public Information

Kapi'olani Community College publishes an official catalog, which includes general information such as official name and address, telephone numbers, and website URL; mission, vision and values statements; admission, eligibility, attendance, tuition/fee and registration requirements; degrees, programs and length of programs, courses; financial aid policies, refund policies; academic freedom; and student-support services, regulations, and available learning resources. The Catalog also lists college policies and procedures, as well as academic credentials of faculty and administrators and names of advisory committees and members. The Catalog is available online at kcc.hawaii.edu/page/catalog.

21. Relations with the Accrediting Commission

Kapi'olani Community College has consistently adhered to the eligibility requirements, accreditation standards, and policies of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. The College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. All disclosures by the College are complete, accurate, and honest. The signatures of the official representatives affirm these relations.

11. Evidence that Each Accreditation Standard Will Still be Fulfilled after the Change

Initial development of distance delivery began in the late 1990s, with interactive television making possible the delivery of unique courses to other colleges in the University of Hawai'i system. The goal at that time was to consolidate the offerings across the community college system to provide access to an associate in arts degree to all students in the state. Thus, from the outset, distance education offerings have been intentionally part of the ongoing program offerings of the College. Online instruction has developed within the context of existing programs and courses, integrated into the existing administrative and department structures, with existing faculty taking primary responsibility for the development of the online courses.

Because these programs are integrated into the existing offerings of the College, individual online courses and the degree programs that house them are subject to all applicable review and monitoring mechanisms, including program review. The College is engaged in ongoing assessment of program learning outcomes, including those attained in online courses.

Appendix 15 includes a detailed examination of the ACCJC accreditation standards that are relevant to distance education.

12. Evidence of Compliance with Commission Policies on Distance Education and on Correspondence Education

Kapi'olani Community College meets the requirements of accreditation in each of its Distance Education courses, which are integrated into existing certificate and degree programs.

1) Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

All Distance Education courses are developed, implemented, and evaluated within the existing certificate and degree programs, which are subject to Annual Review of Program Data and Three-Year Comprehensive Review. These reviews are central to the institution's total educational mission and are aligned with the College's Strategic Plan, which in turn supports the mission. Special assessment and evaluation efforts are implemented to ensure quality and planning for improvement.

2) Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

All courses, including those offered through distance education, are developed, implemented, and evaluated within the existing certificate and degree programs which are subject to Annual Review of Program Data and Three-Year Comprehensive Review. Special assessment and evaluation efforts are implemented to ensure quality and planning for improvement. All courses, including those offered via distance education, are subject to the College's five-year curriculum review policy.

3) Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

All Distance Education courses have clearly defined and appropriate course competencies that are aligned with clearly defined and appropriate program level student outcomes (See College catalog, kcc.hawaii.edu/page/catalog).

- 4) Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.**

All Distance Education courses are developed, implemented, and evaluated within the existing certificate and degree programs which are subject to Annual Review of Program Data and Three-Year Comprehensive Review. Student course and program learning outcomes are assessed within programs. Special assessment and evaluation efforts are implemented to ensure quality and planning for improvement. The Center for Excellence in Learning, Teaching, and Technology is providing resources for faculty training in Distance Education.

- 5) Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the Substantive Change process.**

- 6) Institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the Substantive Change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.**

As we determined that 50% or more of the courses for specific certificates and degrees were being offered via Distance Education, the College informed the Commission that this Distance Education Substantive Change Request was forthcoming in January 2011.

- 7) Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit.**

The MyUH Portal is a web site designed to provide the University of Hawai'i (UH) community with secure, personalized access to UH services and information. Features accessible to all students, faculty, and staff include a common interface, web-based services, message board, email, calendaring, important announcements regarding classes and grades, and the ability to register at multiple UH campuses.

MYUH Portal usernames and passwords are the personal identification used for accessing MyUH, email, web publishing and various other services. A UH username is a unique identifier for each authorized user (students, faculty, and staff) at the UH System. The UH username is provided to students when they enroll in a UH class, either on campus or Distance Education. Students, faculty, and staff are responsible for creating and protecting their personal password.

Online help and instructions are available within the portal. The University's Course Management System, Lulima, employs the same security and authentication practices that are in place for MyUH. Lulima is the primary platform for delivery of Distance Education courses.

By enrolling in the University of Hawai'i, students accept the responsibility to become fully acquainted with the University's regulations and to comply with the University's procedures. Students are expected to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations. *University of Hawai'i Executive Policy E7.208, Student Conduct Code*, is the executive policy that outlines the student conduct code (www.hawaii.edu/apis/ep/).

Student Conduct Code

The following are examples of the types of behavior that conflict with the community standards that the UH values and expects of students. Engaging in, or attempting to engage in any of these behaviors subjects a student to the disciplinary process and sanctions.

Acts of dishonesty, including but not limited to the following:

1. Cheating, plagiarism, or other forms of academic dishonesty.
2. Furnishing false information to any UH official, faculty member, or office.
3. Forgery, alteration, or misuse of any UH document, record, or form of identification.

Use of all University of Hawai'i Information Technology Resources is governed by *University of Hawai'i Executive Policy E2.210, Use and Management of Information Technology Resources* (www.hawaii.edu/apis/ep/). Continued use of a UH username and University Information Technology indicates acceptance of and agreement to E2.210. A brief summary of Section III: "Principles of Responsible Use" is provided.

1. All users must respect property, security mechanisms, rights to privacy, and freedom from intimidation, harassment, and annoyance in accordance with all University policies and procedures.
2. Users must adamantly protect their personal passwords.
3. Users must respect the privacy of others' passwords, information, and communication, and may not attempt to use University resources to gain unauthorized access to any site or network or to maliciously compromise the performance of internal or external systems or networks.
4. No individual may falsely represent themselves or "spoof" another physical network connection.

5. Users must observe all laws relating to copyright, trademark, export and intellectual property rights. (Note: copying or sharing of copyrighted audio or video files for purposes other than “fair use” is illegal.)
6. University resources are intended to be used for institutional purposes and may not be used for private gain.
7. Users may not engage in activities which compromise institutional systems or network performance for others.

Protection of Student Privacy

The University of Hawai'i makes substantial use of personal and confidential information in achieving its mission. The University is committed to handle all sensitive information carefully and responsibly. The first tenet of the University's philosophy is to limit the use of, storage of, and access to sensitive information to situations where it is required for the operations of the institution. In such cases, the University provides appropriate guidance and controls to protect the information it uses in its pursuit of teaching, learning, research, service, and administration.

University of Hawai'i Administrative Procedure A7.022, Procedures Relating to the Protection of the Educational Rights and Privacy of Students, establishes uniform procedures governing a student's access to the student's own education records, and access to student education records by the public and other governmental agencies in accordance with the federal Family Educational Rights and Privacy Act (www.hawaii.edu/svpa/apm/sysap.html).

University of Hawai'i Executive Policy E2.214, Security and Protection of Sensitive Information, provides the framework for specific practices and procedures associated with systems and files that contain sensitive, personal, and confidential information within the University of Hawai'i System (www.hawaii.edu/apis/ep/). The scope of this policy includes categorization, provision of access, storage, handling, and destruction of such information.

In addition, testing in online courses is conducted in proctored settings at the College or, if students are not homebased at Kapi'olani, in proctored testing settings at other sites. Students must present picture IDs in order to access their online tests.

13. Contact for Additional Information

Information will be provided upon request. Contact Robert W. Franco, Accreditation Liaison Officer and Director of the Office for Institutional Effectiveness, 808.734.9514, bfranco@hawaii.edu.

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