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

Louise Pagotto
Kapiʻolani Community College
4303 Diamond Head Road
Honolulu, HI 96816
October 2011

UNIVERSITY of HAWAIʻI®
KAPIʻOLANI
COMMUNITY COLLEGE

Table of Contents

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 Kapiʻolani, 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, Kapiʻolani 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 Hawaiʻi. Renamed Kapiʻolani 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.

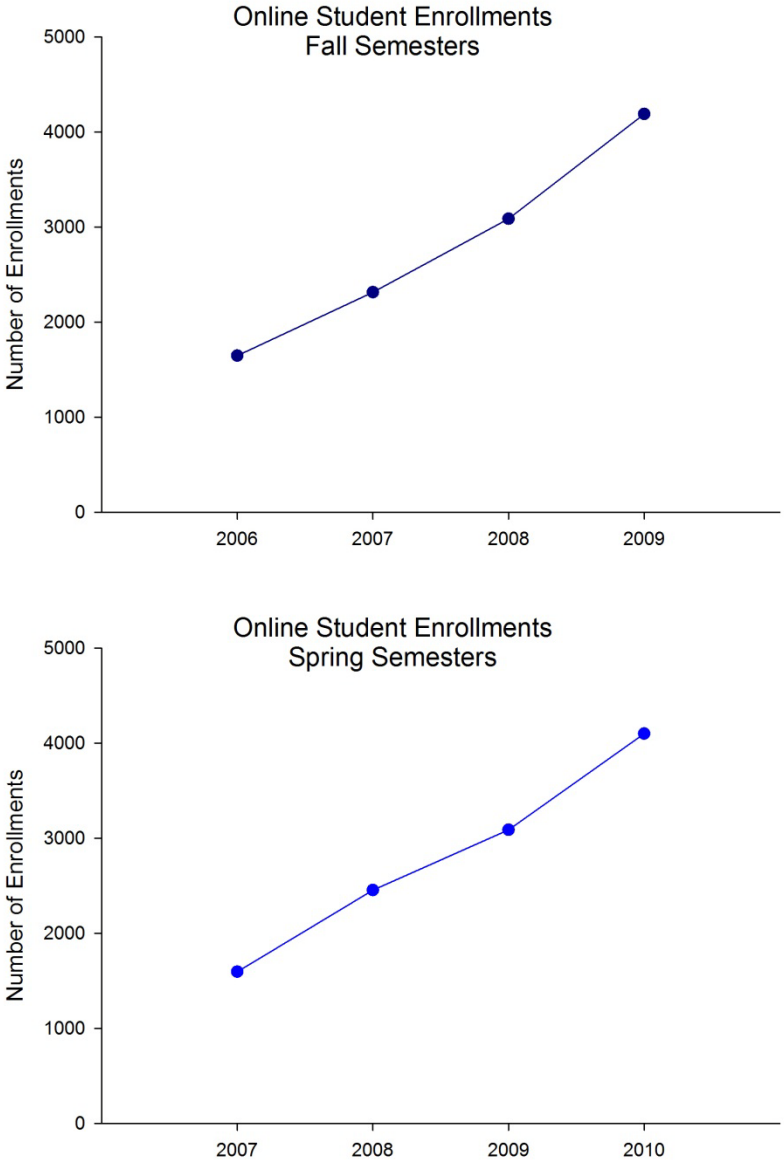
PERFORMANCE MEASURE 2
F2 Establish minimum technology standards for all campus learning and administrative spaces. Bring all classrooms, labs, and offices into compliance by 2015. Secure advanced technologies for student engagement.

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



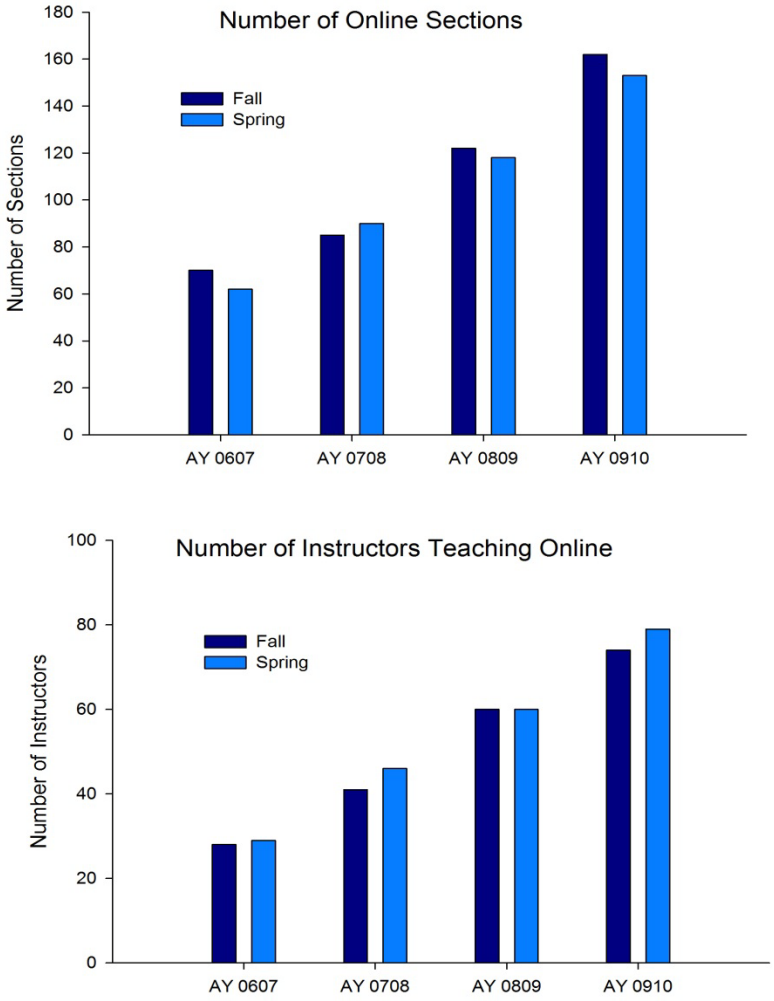
A review of the online student demographics reveals interesting comparisons with the general population of students, details of which are included below in Table 1:

- 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 Laulima 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:

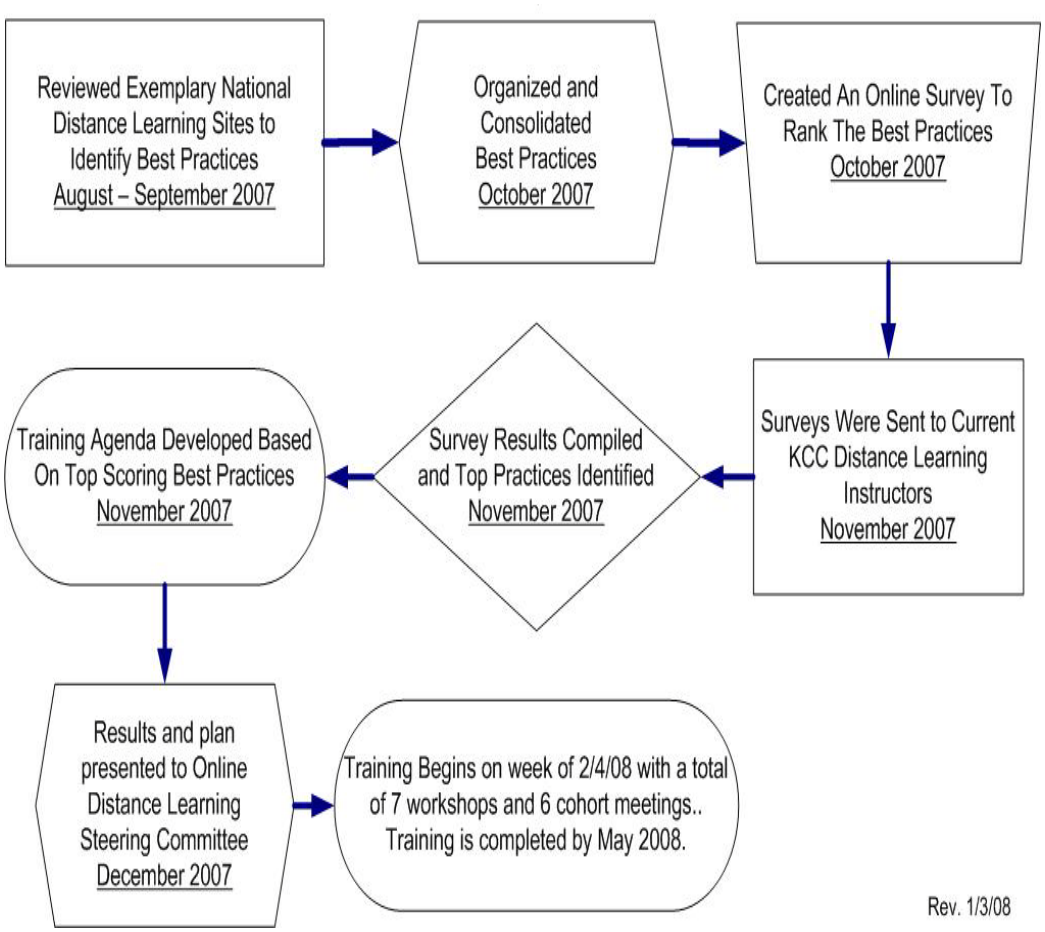


Figure 3. Timeline for Development of Online Training

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

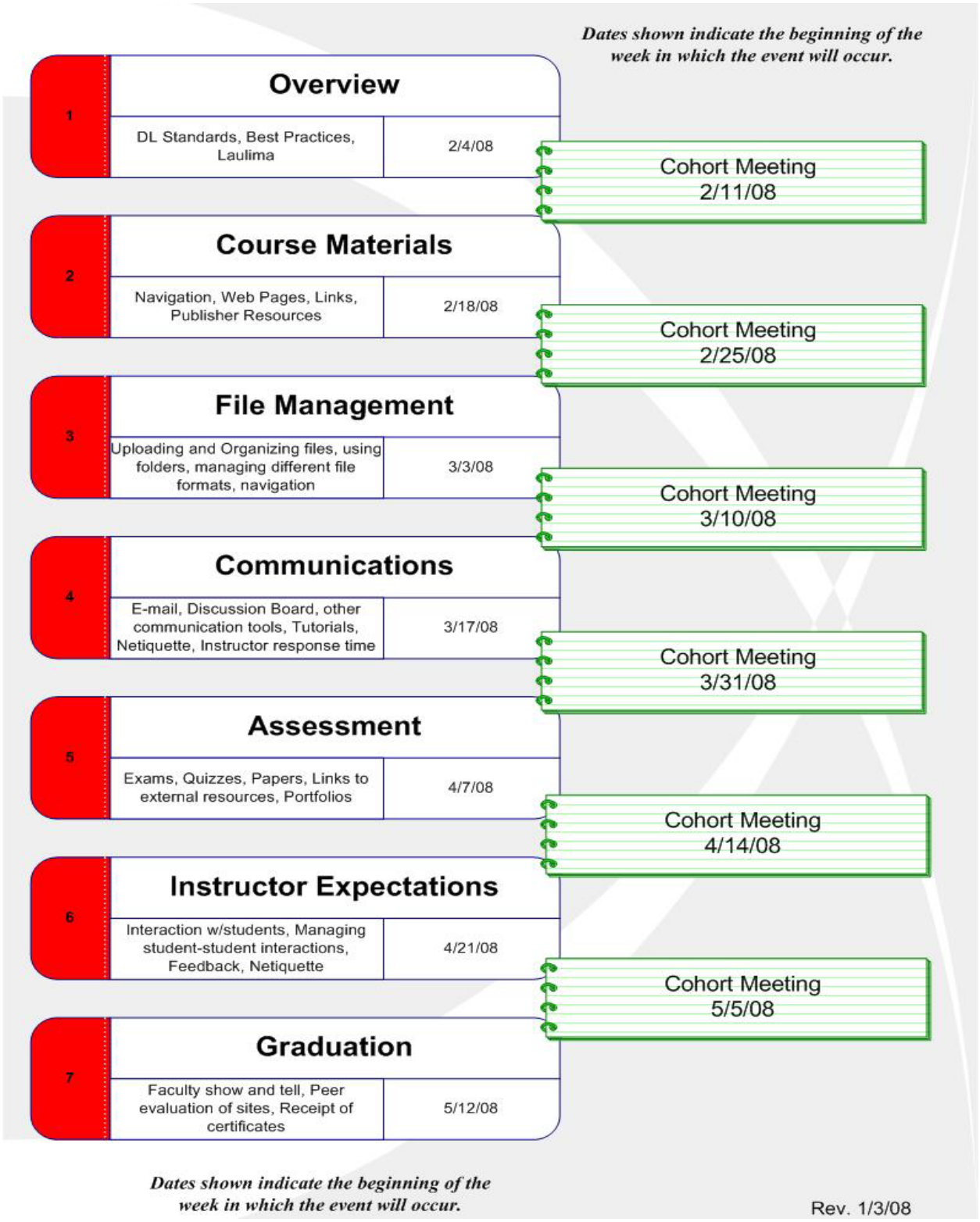


Figure 4. Content and Delivery Schedule of Online Training

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 Laulima (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 Laulima 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
- PUBMED
- MD Consult
- 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

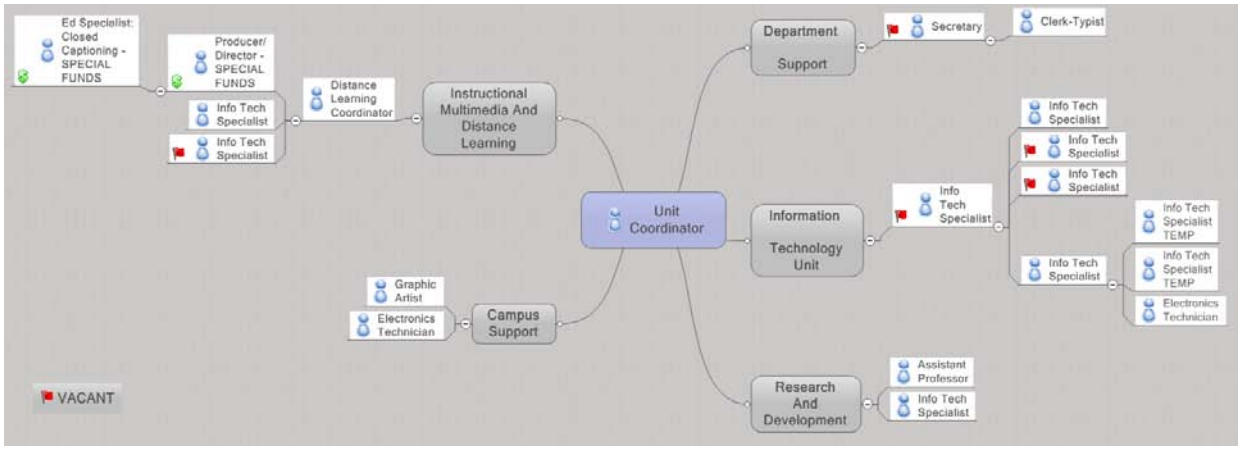
These upgrades have had a noticeable impact on the speed and security of technology access across the campus.

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, CELTT 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 <u>better</u> 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 the 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

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

Kapiʻolani 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 Kapiʻolani 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

Kapiʻolani Community College is supported by and dependent upon multiple sources of revenue. The revenue categories include State of Hawaiʻi 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 Hawaiʻi 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 Hawaiʻi 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

Kapiʻolani 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

Kapiʻolani 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 Hawaiʻi 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

Kapiʻolani 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, Laulima, employs the same security and authentication practices that are in place for MyUH. Laulima 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.

List of Appendixes

Appendix I

Degree and Certificate Requirements Met via Distance-Delivered Courses

Courses that are currently or have recently been available via distance delivery (online, cable TV, or interactive TV) are indicated in red.

ASSOCIATE IN ARTS CURRICULUM,
LIBERAL ARTS (60 CREDITS)

Foundations: Writing	ENG 100, ESL 100
Foundations: Symbolic Reasoning	BUS 250, ICS 141, 241, MATH 100, 100H, 103, 112, 115, 135, 140, 203, 205, 206, PHIL 110
Foundations: Global and Multicultural Perspectives	(Two courses, each course from a different group: A, B, or C) **Group A (FGA)** ANTH 151, HIST 151; **Group B (FGB)** ANTH 152, GEOG 102, HIST 152; **Group C (FGC)** GEOG 151, MUS 107, REL 150
Oral Communication	SP 151, 181, 200, 231, 251, 253, THEA 221, 222, 240
Hawaiian/Second Language	ASL 101, CHNS 101, 111, FIL 101, FR 101, HAW 101, JPNS 100, 101, KOR 101, 111, SPAN 101
Hawaiian/Second Language	ASL 102, CHNS 102, 112, FIL 102, FR 102, HAW 102, JPNS 102, KOR 102, 112, SPAN 102
Arts and Humanities Courses (5 - 6 credits) (Two courses, each course from a different group: DA, DH, or DL)	
Diversification: The Arts	ART 101, 105, 106J, 107, 111, 112, 113, 114, 115, 116, 123, 125, 126, 127, 128, 129, 155, 156, 157, 158, 159, 189, 191, 192, 195, 201, 202, 207, 209, 212, 213, 214, 222, 223, 224, 225, 226, 229, 243, 244, 245, 246, 247, 248, 249, 253, 256, 257, 258, 259, 260, 266, 269 (Alpha), 288, 289, DNCE 121, 122, 131, 132, 150, 212, 213, ENG 204, 206, MUS 104, 108, 114, 121B, 121C, 121D, 121Z, 122B, 122C, 122D, 180, 183, 201, 206, 221B, 221C, 221D, 222C, 229, 230, 231B, 231C, 231G, 231M, 253, SP 151, 200, 231, 233, 251, 253, THEA 101, 221, 222, 240
Diversification: Humanities	AMST 201, 202, ART 190, 270, 273, 280, 290, ASAN 273, CHNS 131, 290, HWST 100, 107, 210, 216, HIST 222, 231, 232, 241, 242, 252, 281, 282, 284, 288, HUM 269, JPNS 131, 132, 290, KOR 290, LING 102, MUS 106, 170, 207, PHIL 100, 101, 102, 211, 213, 250, PACS 273, REL 151, 200, 201, 202, 209, 210, 220, 222

Diversification: Literature and Language	EALL 261, 262, 269, 271, 272, ENG 200, 209, 214, 215, 225, 227, 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha), EL 263, HAW 261, 262, HWST 270, JOUR 205, 227, LLEA 239, 260, PACS 257 (ENG 257C), SPAN 250
Natural Sciences Courses (7 - 9 credits) (Two semester courses. At least one lecture course each must be chosen from DB and DP.) One of the two lecture courses must also have a paired laboratory course.	
Diversification: Biological Sciences	ANTH 215, BIOL 101, 103, 120, 124, 130, 171, 172, 265, 275, BOT 101, 130, 201, ESS 100, FSHE 185, MICR 130, 135, 230, PHYL 160, PSY 230, ZOOL 100, 101, 141, 142, 200
Diversification: Physical Sciences	ASTR 110, 280, BIOC 241, 244, CHEM 100, 151, 152, 161, 162, 272, 273, CE 270, 271, EE 211, 260, GEOG 101, GG 103, MET 101, OCN 201, PHYS 100, 122, 151, 152, 170, 272, 274
Diversification: Laboratory	BIOL 101L, 103L, 124L, 130L, 171L, 172L, 265L, 275L, BOT 101L, 130L, 201L, CHEM 151L, 152L, 161L, 162L, 272L, 273L, GEOG 101L, GG 101L, MET 101L, MICR 140, 240, PHYS 100L, 122L, 151L, 152L, 170L, 272L, ZOOL 101L,141L, 142L, 200L
Social Sciences Courses (6 credits) (Two semester courses from two different disciplines)	
Diversification: Social Sciences	AMST 211, 212, ANTH 150, 200, 210, 235, ASAN 100, BOT 105, COM 201, ECON 120, 130, 131, FAMR 230, JOUR 150, PACS 108, POLS 110, 120, 130, 171, 207, 270, PSY 100, 170, 202, 212, 240, 260, 270, SP 181, SSCI 200, 260, SOCS 225, SOC 100, 214, 218, 231, 251, 257, WS 202 (PSY 202)

ASSOCIATE IN SCIENCE in NATURAL SCIENCE CURRICULUM,
Concentration in Physical Science or Life Science (60 CREDITS)

Foundations: Writing	ENG 100
Foundations: Symbolic Reasoning	MATH 205
Foundations: Global and Multicultural Perspectives	(Two courses, each course from a different group: A, B, or C) **Group A (FGA)** ANTH 151, HIST 151; **Group B (FGB)** ANTH 152, GEOG 102, HIST 152; **Group C (FGC)** GEOG 151, MUS 107, REL 150
Arts and Humanities Courses (3 credits) (One course from DA, DH, or DL)	
Diversification: The Arts	ART 101, 105, 106J, 107, 111, 112, 113, 114, 115, 116, 123, 125, 126, 127, 128, 129, 155, 156, 157, 158, 159, 189, 191, 192, 195, 201, 202, 207, 209, 212, 213, 214, 222, 223, 224, 225, 226, 229, 243, 244, 245, 246, 247, 248, 249, 253, 256, 257, 258, 259, 260, 266, 269 (Alpha), 288, 289, DNCE 121, 122, 131, 132, 150, 212, 213, ENG 204, 206, MUS 104, 108, 114, 121B, 121C, 121D, 121Z, 122B, 122C, 122D, 180, 183, 201, 206, 221B, 221C, 221D, 222C, 229, 230, 231B, 231C, 231G, 231M, 253, SP 151, 200, 231, 233, 251, 253, THEA 101, 221, 222, 240
Diversification: Humanities	AMST 201, 202, ART 190, 270, 273, 280, 290, ASAN 273, CHNS 131, 290, HWST 100, 107, 210, 216, HIST 222, 231, 232, 241, 242, 252, 281, 282, 284, 288, HUM 269, JPNS 131, 132, 290, KOR 290, LING 102, MUS 106, 170, 207, PHIL 100, 101, 102, 211, 213, 250, PACS 273, REL 151, 200, 201, 202, 209, 210, 220, 222
Diversification: Literature and Language	EALL 261, 262, 269, 271, 272, ENG 200, 209, 214, 215, 225, 227, 270 (any alpha), 271 (any alpha), 272 (any alpha), 273 (any alpha), EL 263, HAW 261, 262, HWST 270, JOUR 205, 227, LLEA 239, 260, PACS 257 (ENG 257C), SPAN 250

Social Sciences Courses (3 credits)	
Diversification: Social Sciences	AMST 211, 212, ANTH 150, 200, 210, 235, ASAN 100, BOT 105, COM 201, ECON 120, 130, 131, FAMR 230, JOUR 150, PACS 108, POLS 110, 120, 130, 171, 207, 270, PSY 100, 170, 202, 212, 240, 260, 270, SP 181, SSCI 200, 260, SOCS 225, SOC 100, 214, 218, 231, 251, 257, WS 202 (PSY 202)

Shared Program Courses

Common to the A.S. with a concentration in Life Science or Physical Science

Alpha #	Title
CHEM 161	General Chemistry I
CHEM 161 L	General Chemistry I Lab
CHEM 162	General Chemistry II
CHEM 162 L	General Chemistry II Lab
ICS 101	Tools for the Information Age
COURSES REQUIRED FOR LIFE SCIENCES	
BIOL 171	General Biology I
BIOL 171 L	General Biology I Lab
BIOL 172	General Biology II
BIOL 172 L	General Biology II Lab
COURSES REQUIRED FOR PHYSICAL SCIENCES	
MATH 206	Calculus II
PHYS 170	Physics I
PHYS 170 L	Physics I Lab
PHYS 272	Physics II
PHYS 272 L	Physics II Lab

ELECTIVE COURSES for Both Concentrations			
ASTR 280 (3)	Evolution of the Universe	ICS 212 (3)	Program Structure
BIOC 241 (3)	Fundamentals of Biochemistry	ICS 241 (3)	Discreet Mathematics for Computer Science II
BIOC 244 (3)	Essentials of Biochemistry	MATH 206 (4)	Calculus II*
BIOL 171 (3)	General Biology I	MATH 206 L (1)	Calculus II Lab
BIOL 171 L (1)	General Biology I Lab	MATH 231 (4)	Calculus III [PS]
BIOL 172 (3)	General Biology II	MATH 232 (4)	Calculus IV [PS]
BIOL 172 L (1)	General Biology II Lab	MICR 130 (3)	General Microbiology
BIOL 275 (3)	Cell and Molecular Biology [LS]	MICR 140 (2)	General Microbiology Lab
BIOL 275 L (2)	Cell and Molecular Biology Lab [LS]	MICR 161 (2)	Immunology and Protein Chemistry

CHEM 272 (3)	Organic Chemistry I [LS]	MICR 230 (3)	Molecular Biology
CHEM 272 L (1)	Organic Chemistry I Lab [LS]	MICR 240 (2)	Cell Biology and Tissue Culture
CHEM 273 (3)	Organic Chemistry II [LS]	OCEAN 201 (3)	Science of the Sea
CHEM 273 L (1)	Organic Chemistry II Lab [LS]	PHYS 151 (3)	College Physics I
CE 113 (3)	Introduction to Computer and Design	PHYS 151 L (1)	College Physics I Lab
CE 270 (3)	Applied Mechanics I	PHYS 152 (3)	College Physics II
CE 271 (3)	Applied Mechanics II	PHYS 152 L (1)	College Physics II Lab
EE 160 (4)	Programming for Engineers [PS]	PHYS 170 (4)	General Physics I
EE 211 (4)	Basic Circuit Analysis	PHYS 170 L (1)	General Physics I Lab
EE 260 (4)	Introduction to Digital Design	PHYS 272 (3)	General Physics II
ESS 254 (2)	Physiological Basis for Exercise	PHYS 272 L (1)	General Physics II Lab
ESS 254 L (1)	Physiological Basis for Exercise Lab	PHYS 274 (3)	General Physics III [PS]
ESS 263 (3)	Sport Biomechanics	PHYL 160 (3)	The Science of Sleep
ESS 288 (1)	Body Composition and Weight Management	ZOOL 141 (3)	Human Anatomy and Physiology I
GEOL 101 L (1)	Introduction to Physical Geology Lab	ZOOL 141 L (1)	Human Anatomy and Physiology I Lab
GEOL 103 (3)	Geology of the Hawaiian Islands	ZOOL 142 (3)	Human Anatomy and Physiology II
ICS 111 (3)	Introduction to Computer Science I	ZOOL 142 L (1)	Human Anatomy and Physiology II Lab
ICS 141 (3)	Discreet Mathematics for Computer Science I	ZOOL 200 (2)	Marine Biology
ICS 211 (3)	Introduction to Computer Science II	ZOOL 200 L (1)	Marine Biology Lab

CAREER & TECHNICAL EDUCATION PROGRAMS

Accounting (ACC) AS Degree Program Curriculum (60 credits)

General Education Courses

Communication: ENG 100 Composition I or ESL 100 Composition I or *ENG 160 Business and Technical Writing, or ENG 209 Business & Managerial Writing*
Mathematical Reasoning: *BUS 100 Business Math, or BUS 250 Applied Math in Business, MATH 103 Fundamentals of College Algebra, or higher level mathematics*
AS/AH Arts & Humanities requirement HWST 107
AS/NS Natural Science requirement BIOL 101, ESS 100, FSHE 185, GEOG 101
AS/SS Social Science requirement ECON 130, 131, GEOG 102,PSY 100, SOC 100
SP 151 Personal and Public Speech, or SP 251 Principles of Effective Public Speaking

Program Courses

ACC 201 Introduction to Financial Accounting
ACC 132 Payroll and Hawaii General Excise Taxes
BUS 120 Principles of Business
ICS 100 Computing Literacy and Applications or ICS 101 Digital Tools for the Information World
eBUS 101 Teamwork Fundamentals,
ACC 202 Introduction to Managerial Accounting
ACC 134 Individual Income Taxes
ACC 150 QuickBooks® for Hawaii Businesses
ACC 137 Business Income Taxes
ACC 155 Advanced Excel® for Businesses
ACC 293V Accounting Internship
ACC 251 (any alpha) Midrange Accounting Applications (generally offered spring semester)
ACC 231 (any alpha) Professional Skills
(generally offered fall semester)
BLAW 200 Legal Environment of Business
Business Elective (one course) MKT 120, 130, 150, MGT 188, 122, 124, ITS 129, ENT 125

Certificate of Achievement in Accounting (30 credits)

Communication: ENG 100 Composition I, or ESL 100 Composition I, or ENG 160 Business and Technical Writing, or *ENG 209 Business & Managerial Writing*
Mathematical Reasoning: BUS 100 Business Math, or BUS 250 Applied Math in Business, or MATH 103 Fundamentals of College Algebra, or higher level mathematics
ENG 209 Business & Managerial Writing
ACC 201 Introduction to Financial Accounting
ACC 202 Introduction to Managerial Accounting
ACC 132 Payroll and Hawaii General Excise Taxes
ACC 134 Individual Income Taxes
ACC 137 Business Income Taxes
ACC 150 QuickBooks® for Hawaii Businesses
ACC 155 Advanced Excel® for Businesses
ICS 100 Computing Literacy and Applications or ICS 101 Digital Tools for the Information World

Certificate of Completion–Tax Preparer (15 credits)

ACC 201 Introduction to Financial Accounting
ACC 202 Introduction to Managerial Accounting
ACC 132 Payroll and Hawaii General Excise Taxes
ACC 134 Individual Income Taxes
ACC 137 Business Income Taxes

Certificate of Completion–Payroll Preparer (15 credits)

ACC 201 Introduction to Financial Accounting
ACC 132 Payroll and Hawaii General Excise Taxes
ACC 150 QuickBooks® for Hawaii Businesses
ACC 155 Advanced Excel® for Businesses
ICS 100 Computing Literacy and Applications or
ICS 101 Digital Tools for the Information World

Information Technology (ITS) AS Degree Program Curriculum (60 credits)

General Education Courses

Communication: ENG 100 Composition I or ESL 100 Composition I or *ENG 160 Business and Technical Writing*
Mathematical Reasoning: *BUS 100 Business Math, or BUS 250 Applied Math in Business, MATH 103 Fundamentals of College Algebra, or higher level mathematics*
AS/AH Arts & Humanities requirement HWST 107
AS/NS Natural Science requirement BIOL 101, ESS 100, FSHE 185, GEOG 101
AS/SS Social Science requirement *(ECON 120,* ECON 130, 131
SP 151 Personal and Public Speech, or SP 251 Principles of Effective Public Speaking

Program Courses

ICS 100 Computing Literacy & Applications or
ICS 101 Digital Tools for the Information World
ITS 124 Small Business Networking
ITS 128 Introduction to Problem Solving
ITS 129 Introduction to Databases
BUS 120 Principles of Business
ACC 201 Introduction to Financial Accounting
ITS 144 Business PC System Maintenance/Support and OS Installation
ITS 148 Visual Basic I
ITS 149AD Database Administration I
ITS 224 Help Desk Support Practices
ITS 228 Visual Basic II
ITS 229AD Database Administration II
ITS 227 Web Site Development
ITS 293 Information Technology Program Internship
eBUS 101 Teamwork Fundamentals,

Certificate of Completion in Database Administration (12 credits)

ICS 100 Computing Literacy and Applications or ICS 101 Digital Tools for the Information World
ITS 129 Introduction to Databases
ITS 149AD Database Administration I
ITS 229AD Database Administration II

Marketing (MKT) AS Degree Program Curriculum (60 credits)

General Education Courses

Communication: ENG 100 Composition I or ESL 100 Composition I or *ENG 160 Business and Technical Writing, or* ENG 209 Business and Managerial Writing or ENG 225 Technical Writing
Mathematical Reasoning: *BUS 100 Business Math, or BUS 250 Applied Math in Business, MATH 103 Fundamentals of College Algebra, or* MATH 115 Statistics, or higher level mathematics
AS/AH Arts & Humanities requirement HWST 107
AS/NS Natural Science requirement BIOL 101, ESS 100, FSHE 185, GEOG 101
AS/SS Social Science requirement *(ECON 120,* ECON 130, 131
SP 151 Personal and Public Speech, or SP 181 Interpersonal Communication, *or SP 251 Principles of Effective Public Speaking*

Program Courses

MKT 120 Principles of Marketing
BUS 120 Principles of Business
MKT 130 Principles of Retailing
MKT 150 Customer Relationship Management & Selling
MGT 118 Principles of Supervision
MGT 122 Organizational Behavior
MGT 124 Human Resource Management
ICS 100 Computing Literacy and Applications or
ICS 101 Digital Tools for the Information World
MKT 180 International Marketing

MKT 235 Principles of Merchandising Management
ACC 201 Introduction to Financial Accounting
MKT 260 Integrated Marketing Communication
eBUS 101 Teamwork Fundamentals
MKT 293 Marketing Internship

Certificate of Competence in Entrepreneurship (9 credits)

ENT 125 (ENT 120) Starting a Business
ENT 130 Marketing for the Small Business
ENT 150 Basic Accounting and Finance for Entrepreneurs

Certificate of Competence in Management (9 credits)

MGT 118 Principles of Supervision
MGT 122 Organizational Behavior
MGT 124 Human Resource Management

Certificate of Competence in Retailing (9 credits)

MKT 120 Principles of Marketing Course
MKT 130 Principles of Retailing
MKT 150 Customer Relationship Management & Selling

Certificate of Completion in Customer Service (15 credits)

MKT 120 Principles of Marketing
MKT 130 Principles of Retailing
MKT 150 Customer Relationship Management & Selling
MGT 118 Principles of Supervision
MGT 122 Organizational Behavior

Certificate of Achievement–Marketing (33 credits)

Communication: ENG 100 Composition I or ESL 100 Composition I or *ENG 160 Business and Technical Writing, or* ENG 209 Business and Managerial Writing or ENG 225 Technical Writing
Mathematical Reasoning: *BUS 100 Business Math, or BUS 250 Applied Math in Business, MATH 103 Fundamentals of College Algebra, or* MATH 115 Statistics, or higher level mathematics
SP 151 Personal and Public Speech, or SP 181 Interpersonal Communication, *or SP 251 Principles of Effective Public Speaking*

Program Courses

MGT 118 Principles of Supervision
MGT 122 Organizational Behavior
MGT 124 Human Resource Management
ACC 201 Introduction to Financial Accounting
ICS 100 Computing Literacy and Applications or
ICS 101 Digital Tools for the Information World
MKT 120 Principles of Marketing
MKT 130 Principles of Retailing
MKT 150 Customer Relationship Management & Selling

Paralegal (Legal) AS Degree Program Curriculum (60 credits)

General Education Courses

Communication: ENG 100 Composition I or ESL 100 Composition I
Advanced Communications Writing or Speech requirement: ENG 209 Business & Managerial Writing, ENG 215 Research & Argumentative Writing, SP 151 Personal & Public Speech, SP 181 Interpersonal Communication, or SP 251 Principles of Effective Public Speaking
Mathematical Reasoning Requirement: MATH 100, or higher level math
AS/AH Arts & Humanities requirement: (100 level or higher) (HWST 107)
AS/NS Natural Science requirement (BIOL 101, GEOG 101, FSHE 185, ESS 100)
AS/SS Social Science requirement: (100 level or higher) (ECON 130, GEOG 102,PSY 100, SOC 100, ANTH 200)

Program Courses

LAW 101 Hawai'i Legal System [online]
LAW 105 Law Office Management [online]

LAW 111 Litigation [cable TV]
First Legal Specialty LAW Course
LAW 102 Legal Research
LAW 145 Computer Applications in the Law Office
LAW 148 Legal Document Preparation
(Note: substitute for LAW 146)
LAW 202 Legal Interviewing, Negotiating, & Advocacy [spring only]
Second Legal Specialty LAW Course (LAW 181)
Third Legal Specialty Course (LAW 141)
Fourth Legal Specialty Course
LAW 203 Legal Writing [spring-online]
LAW 293P Cooperative Paralegal Education
Advanced Legal Specialty LAW Course (LAW 282)
PHIL 110 Introduction to Deductive Logic

Legal Secretary Certificate (18 credits)

LAW 105 Law Office Management [online]
LAW 111 Litigation [cable TV]
LAW 145 Computer Applications in the Law Office
LAW 148 Legal Document Preparation
(Note: substitute for LAW 146)
LAW 293S Cooperative Legal Secretary Education
LAW Elective (one course only):
- LAW 101 Hawai`i Legal System [online]
- LAW 102 Legal Research
- LAW 104 Civil Investigation [fall only]
- LAW 121 Law of Business Organizations [spring only]
- LAW 131 Real Property Law [spring only]
- LAW 136 Tort & Insurance Law [fall only]
- LAW 140 Family Law [spring only]
- LAW 151 Estate Planning & Probate [fall only]
- LAW 166 Employment Law [fall only]
- LAW 171 Consumer Law [spring only]
- LAW 176 Criminal Law [fall only]
- LAW 181 Rights of the Disadvantaged [online]

All Courses Taught at Least Once Online From Fall 2006 to Spring 2011

ACC 132
ACC 134
ACC 137
ACC 150
ACC 155
ACC 201
ACC 202
ANTH 200
BIOL 101
BIOL 130
BIOL 130L
BIOL 171
BIOL 172
BLAW 200
BUS 100
BUS 120
BUS 250
CE 270
CHEM 100
CHEM 161
CHEM 162
EALL 261
EALL 262
ECON 120
ECON 130
ECON 131
ENG 100
ENG 209
ENG 215
ENG 225
ENT 125
ENT 150
ESL 100
ESS 100
FAMR 230
FSHE 185
GEOG 101
GEOG 101L
GEOG 102
GEOG 151
HIST 151
HIST 152
HIST 282
HLTH 270
HWST 100
HWST 107
HWST 210
HWST 216
ICS 100
ICS 101
ITS 129
JOUR 205
JPNS 131
LAW 101
LAW 105
LAW 141
LAW 181
LAW 203
LAW 282
LLEA 239
MATH 103
MATH 135
MATH 140
MGT 118
MGT 122
MGT 124
MKT 120
MKT 130
MKT 150
MUS 170
PACS 108
PHIL 110
PHIL 213
PHYS 170
POLS 110
POLS 120
POLS 130
PSY 100
PSY 240
PSY 270
REL 150
SOC 100
ZOOL 141
ZOOL 141L
ZOOL 142
ZOOL 142L

‘

Kapiʻolani Community College
4303 Diamond Head Road
Honolulu, Hawaiʻi 96816
http://www.kcc.hawaiʻi.edu

Kūlia i ka nuʻu strive for the highest

Strategic Plan 2008-2015: Framework, Process, and Context

September 25, 2009

To the campus and our communities, locally, nationally, and globally:

In October 2007, the college began updating its Strategic Plan as the University of Hawaiʻi system was achieving consensus on new strategic directions and outcomes. In the spring and summer of 2008, the University of Hawaiʻi Community College system articulated similar outcomes and performance measures in relation to the "Achieving the Dream" project.

From February to May 2009, 23 campus representatives and 20 community stakeholders worked to update, align and customize the college's Strategic Plan. This team became well-versed in the new UH Community College System Strategic Outcomes and Performance Measures and developed a thoughtful and comprehensive set of potential strategies to achieve them.

In August 2008, the administrative staff synthesized these potential strategies into eight campus-wide strategies to address six strategic outcomes and 29 performance measures. Twenty of these measures are directly aligned with the UH Community College's measures, three integrate accreditation recommendations unique to our campus that must be addressed, and six are derived from the detailed tracking of national higher education trends. Of the 29 performance measures, 27 are quantitatively measurable and it will be the responsibility of our new Office for Institutional Effectiveness to track our progress.

I want to express my sincere gratitude to all the campus and community representatives who worked so effectively together in 2008, and to the governance bodies that reviewed and approved the plan in 2009. This new Strategic Plan, along with ongoing program review, will guide our progress through the next six years. I also want to recognize and express my special thanks to Director Robert Franco, and his staff of the Office for Institutional Effectiveness, for their facilitative leadership in this planning effort, and to Allan Kaleikilo, a student assistant and student leader who provided major logistical support to committee meetings.

Mahalo nui loa – let's continue to reach for the highest as we meet and exceed the goals we have now set for ourselves.

Sincerely,

Leon Richards
Chancellor

4303 Diamond Head Road
Honolulu, Hawaiʻi 96816-4421
Telephone: (808)734-9565
Facsimile: (808)734-9162
Website: www.kcc.hawaii.edu

University of Hawai‘i (UH) System Framework Drives the Planning Process

In October 2007, the College began to update its existing Strategic Plan for 2008-2015 as UH system planning was reaching consensus on five new strategic outcomes that had been at the forefront of the earlier “Second Decade Project.” All UH campuses were informed that this strategic planning process was to result in an update to the existing strategic planning document for the period, 2003-2010.

In early 2008, the UH Community Colleges (UHCCs) were refining the planning framework and defining outcomes and performance measures in relation to new “Achieving the Dream” goals, and preparing students to meet critical workforce shortages in a diversifying Hawai‘i economy.

In February 2008, in alignment with the UHCCs, the College began formal meetings with campus representatives from a wide range of academic and support units, as well as the four governance bodies: 1) Faculty Senate; 2) Staff Council; 3) Student Congress; and 4) Hawaiian Council (Kalaualani). To facilitate maximum participation meetings were scheduled on back-to-back Wednesday and Thursday evenings, once per month, in February, March, April, and May.

Four subcommittees were formed within this strategic plan committee:

Group A: Focused on the framing documents for the updated plan, the Mission, Vision, Values, Planning Context, and Functional Statements, and on integrating planning Items from both the ACCJC/WASC Accreditation Report in January, 2007.

Group B: Focused on Strategic Outcome 1, Native Hawaiian Educational Attainment and Strategic Outcome 2, Hawai'i's Educational Capital.

Group C: Focused on Strategic Outcome 3, Economic Contribution and Strategic Outcome 4, Globally Competitive Workforce.

Group D: Focused on Strategic Outcome 5, Resources and Stewardship. This group was also informed that their recommendations would play an important part in initiating a Long Range Development Planning process. Community stakeholders were brought into the planning process. They began receiving electronic drafts of the updated plan in February and joined the face-to-face phase of the planning process in March. Throughout the spring semester participants were informed that the College was building on the UH and UHCC frameworks, that there was a new

Strategic Planning a Collaborative Effort of:

- ***Committee to Update the Strategic Plan with campus and community representatives***
- ***Administrative Staff***

emphasis on measurable outcomes, and that these outcomes would drive UH system budget requests the Hawai‘i State Legislature. Further, participants were aware that the updated strategic plan would guide three year tactical planning by the College’s academic programs and support units for 2009-2012 and 2012-2015.
In June 2008, further refining and formatting of the updated plan continued. Group A convened in early July to complete the integration of accreditation related items and to review suggested formatting changes.

In late July 2008, the administrative staff met to review the following set of planning documents: a) Planning Process; b)Planning Shaped by External Context; c) Planning Shaped by Vision, Values, and Mission; d)Functional Statement; e) Strategic Outcomes, Performance Measures, Campus Strategies.

In early August 2008, the updated plan was the focus of an all day administrative retreat. The administrative staff was impressed with the in-depth and detailed strategies identified by the campus and community representatives to the Strategic Plan Committee and their clear alignment with each of the performance measures and outcomes. From these detailed strategies a set of eight campus-wide strategies were identified and defined: 1) Manage and Grow Enrollment Strategically; 2) Diversify, Improve and Increase the College’s Financial Aid Portfolio for Students; 3) Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence; 4) Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Transfer;

Campus strategies are clearly aligned with performance measures and outcomes.

5) Diversify, Sustain and Increase the College's Funding Portfolio and Revenue Streams; 6) Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise; 7) Strengthen Community Outreach and Partnerships; 8) Improve Ongoing Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting.

Strategic outcome labeling was changed from numbers (1-5) to letters (A-E) and outcome E was divided into two outcomes, one focused on faculty and staff development (E), and one focused on physical and technological resources and sustainability (F).

Strategic outcomes and performance measures were then aligned with the eight campus-wide strategies and a final, full-color planning matrix incorporated detailed strategies for potential use by academic and support units in their tactical planning for 2009-2012 and 2012-2015. A new draft of the updated plan was prepared and shared with the Policy, Planning, and Assessment Council (PPAC), and the wider campus at breakout sessions during the General Faculty and Staff Reception on August 21, 2008. A newly updated plan was shared with community stakeholders in late August and with the Student Congress on October 10. On October 17 the four subcommittees again reviewed an updated draft that was revised and presented to the General Faculty and Staff Reception on January 8, 2009. On January 22, 2009 a draft was submitted to the governance bodies for their review. By June 1, 2009 all governance bodies had approved the plan.

Campuswide Strategies

1. **Manage and Grow Enrollment Strategically**
2. **Diversify, Improve and Increase the College's Financial Aid Portfolio for Students**
3. **Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence**
4. **Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Transfer**
5. **Diversify, Sustain and Increase the College's Funding Portfolio and Revenue Streams**
6. **Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise**
7. **Strengthen Community Outreach and Partnerships**
8. **Improve Ongoing Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting**

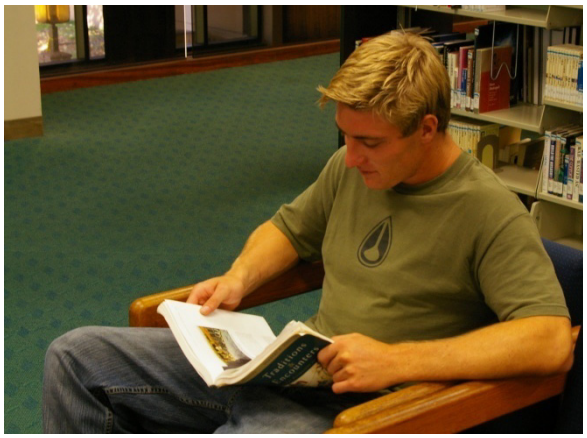
Accreditation

The planning process described above intentionally included an integration of accreditation planning agenda items and recommendations. This integration had been highlighted in the 2006 self study process and in numerous presentations to the PPAC and has enabled a comprehensive approach to planning that guides the College to be accountable in measurable ways simultaneously to Hawai'i's public and our institutional accrediting body. Specific accreditation planning items include:

- Improve ongoing cycles of integrated research, planning, assessment, evaluation, and budgeting (Campuswide Strategy #8).
- Redesign curriculum approval and revision process and fully implement five year curriculum review process. (Performance Measure D10).
- Complete two documented cycles of development for all certificate and degree programs, for assessment, evaluation, and improvement of student learning outcomes (Performance Measure B7).
- Develop, assess, evaluate, and improve communication with and by governance bodies (Strategy E1E for inclusion in Executive Administration Tactical Plan, 2009-2012)

National Considerations

The College is nationally recognized for learning-centered strategies focused on student engagement and for integrating innovation into its institutional mission and functions. From 2005-2008, the College was formally recognized for specific innovations in integrated international education, service-learning, learning outcomes assessment, and Science, Technology, Engineering, and Math (STEM). National research-based best practices inform these initiatives and their ongoing improvement. The College's national role, as well as its unique strength in international education within the UH system, has resulted in refining our Strategic Outcome 4. Our campus position is that students, faculty, staff, and the institution itself must be "globally competitive," and, equally important, they must be "globally collaborative." Our 20 years of national work and research strongly substantiate this position, and our Strategic Outcome 4 now reads "Globally Competitive and Collaborative Workforce." By simultaneously broadening and deepening this outcome, we position the College to further achieve ambitious indigenous, intercultural, and international learning outcomes, and diversify and increase future external funding.



External Factors

As a high-quality, publicly funded institution of higher education, Kapi'olani Community College must respond effectively to local, state, regional, national, and international issues and opportunities. The College also must do more than merely respond - it needs to lead in resolving issues and creating opportunities. At the local and state level we are directed through the UH System planning process to achieve six major outcomes detailed in our updated Strategic Plan for 2008-2015.

STRATEGIC OUTCOME A: Native Hawaiian Educational Attainment	STRATEGIC OUTCOME B: Hawaii's Educational Capital	STRATEGIC OUTCOME C: Economic Contribution
•Position Kapi'olani Community College and the University of Hawai'i as leading indigenous-serving higher education institutions.	•Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.	•Contribute to the state's economy and provide a solid return on its investments in higher education through research and training.

STRATEGIC OUTCOME D: Globally Competitive and Collaborative Workforce	STRATEGIC OUTCOME E: Resources and Stewardship	STRATEGIC OUTCOME F: Resources and Stewardship
•Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.	•Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.	•Acquire, allocate, and manage public and private revenues and exercise exemplary stewardship over all of the University's resource for a sustainable future.

The following Hawai'i Planning Context was developed by the UHCC System and focuses on seven issues that will drive institutional transformation over the next seven years.

Hawai‘i Planning Context

1) Globalizing Economy and Environment

- Economic and technological forces are causing American business and industry to retrain current employees and support the training of future employees with new skills and attitudes for a knowledge-intensive global economy. At the same time, deterioration in the global ecosystem requires heightened attention to ecological sustainability on campus and in the community. Opportunities for "greening" existing certificate and degree programs as well as service-learning and other student learning activities need to be pursued.

2) Social Change

- Increasing poverty and the growth of an underclass with related problems of crime, teenage pregnancy, and homelessness are overwhelming government's ability to respond. Serious state and federal budget deficits will negatively impact university and college funding and out ability to respond.

3) Education as a Driver of Economic Development

- International, national and state governments expect continuous improvement in higher education's preparation of students for 21st Century Careers, and competition and collaboration in a multicultural global environment.

4) Escaping The Low Wage, Low Skilled Trap

- In terms of purchasing power, Hawaii's per capita income is approximately 75 percent of the U.S. average. In 2003, Hawaii ranked 43rd in the nation for growth in average pay; 47th in industrial diversification; 49th in home ownership; 50th in long-term employment growth, and 50th in involuntary part-time employment (2003 Development Report Card, Corporation for Enterprise Development). The alternative to losing highly educated Hawaii youth to the U.S. mainland is to develop the capacity of local business and enterprise to generate new, high-valued goods and services and higher-skilled jobs. The combination of an overall labor shortage, the "brain drain" of Hawaii's better educated youth, and the increasing labor force participation by new immigrants, is expected to create an economic crisis within the next 5-10 years. Hawaii is not preparing enough of its people for higher-skilled jobs (nursing, health, education, hospitality, tourism, social work, others) in the current economy and in the knowledge-intensive science and technology economy it hopes to create.

5) A Poorly Performing Education to Work Pipeline

- The percent of Hawaii's 8th graders who score at or above proficiency in math, reading, science, and writing is less than half that of 8th graders in best performing states (Measuring Up 2006). In fall 2006, of all high school graduates taking the COMPASS Placement test, 46 percent placed into college reading, 38 percent placed into college writing, and only 19 percent placed into college math. Only 13 percent of Hawaii 9th graders will finish high school and graduate from a postsecondary institution within 150 percent of expected time. This compares with a national average of 18 percent, and 29 percent in high performing states (National Center for Public Policy and Higher Education, 2004). The College "going rate" (the percentage of June high school graduates who enter a UH campus the following August) has hovered at only 25 percent from 1999-2007.

6) Emerging Opportunities Identified-Need for Institutional Innovation

- For the state of Hawaii, six emerging growth sectors have been identified: a) Life Sciences/Biotechnology; b) Information Technology; c) Film and Digital Media; d) Dual-Use Technologies related to the Defense industry; e) Diversified Agriculture; f) Technology integration in Hospitality and Tourism. Campuses need to integrate innovative curriculum, engaging pedagogies, and appropriate and advanced technologies for enhanced student learning.

7) Heightened Attention to Diversified Revenue Streams

- Increased enrollment in transfer, career, continuing education, and summer programs will generate additional tuition and fee revenue. In addition, increases in external fund-raising must supplement declining state general funds in the planning period, 2008-2015.

Regional Planning Context

Our updated strategic outcomes for 2008-2015 are also shaped by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC), which has set high standards for us to meet or exceed in our 2012 Self Study and Accreditation Review. Our accreditation midterm report will be submitted in October 2009.

Collaborations with the Pacific Postsecondary Education Council which represents institutions of higher education in the American-affiliated Pacific will likely increase as all these institutions are subject to the same accreditation standards, and to similar challenges related to workforce and economic development, brain drain, and ecological deterioration. Cost-effective collaborations with colleges and universities in the western region of the United States will increase opportunities for student learning, faculty and staff development, and external funding.

National Planning Context

At the national level, five issues confronting higher education were emphasized in a letter from the chief executives of six higher education associations to both American Presidential candidates (September 24, 2008):

1) The Access Problem

- For more than a century, America's community colleges have provided "open door" *access* to an increasingly diverse student population, but the percentage of these students who experience *success* in completing two- and four-year degrees has been too low. Further, in the current decade, between 1.7 million and 3.2 million academically qualified students will not earn bachelor's degrees due to financial barriers (Advisory Committee on Student Financial Aid). The College must commit to supportive access to success pathways and to helping students of all economic means afford a quality higher education.

2) Maintaining the Public Trust Through Greater Transparency

- College leaders need to renew their attention to the public purposes upon which American higher education was built. The College needs to accurately communicate the benefits it has to offer to students, families, and the community, and inform this public about the many facets of our quality student learning experience and how we are performing in designing, delivering, assessing, and improving this experience.

3) Maintaining Our Competitive Edge – From Research to Job Training

- Today, nearly 60 percent of the nation's basic research is conducted by universities, up from 36 percent in 1960. The return on federal funding for this research is 28 cents on every dollar, but the benefits of conquering disease, sustaining and increasing food yields, halting global warming, fostering intellectual freedom worldwide, and numerous other results of innovative research are incalculable. American workers also need to learn new skills and attitudes for a rapidly evolving knowledge-intensive global economy. Over the period from 2006 to 2016, an estimated 57.3 percent of 50,732,000 job openings are expected to be filled by individuals with some college or a bachelor's or higher degree (Bureau of Labor Statistics). Increasing the average level of education by one year can boost economic growth by up to 15 percent. Fluid career paths in the global economy will require ongoing workforce development. Partnerships between colleges, universities, and state and federal government in both research and job training need to be strengthened.

4) Advancing International Education – Our Best Diplomatic Tool

- Hundreds of international leaders developed their image of America while they were students in our nation's colleges and universities. However, since September 11, 2001, the United States has been losing its role as the preferred destination for international students and scholars. To maintain scientific and intellectual leadership in the world, colleges and universities need to welcome the world's brightest students, teachers, and researchers, as well as a growing number of diverse, non-elite students to our campuses. Equally important is the need to increase the number of American students who study abroad. These students will gain insight into other languages, cultures, values, and ideals that are beneficial to them throughout their lives, and beneficial to governmental, business, educational, and environmental organizations as they perform increasingly on a global stage.

5) Success Through Proactive Partnership

- Issues 1-4 above cannot be resolved without strong partnerships among the federal and state governments, secondary and postsecondary institutions, businesses, and the nonprofit community. Through the service of faculty, students, and staff, America's colleges and universities have a long history of positive engagement in their communities. This history of campus-community engagement provides the foundation for future partnerships that: a) help students achieve access, success, and financial support; b) help colleges communicate, with transparency and accuracy, their beneficial role for students, families, and communities; c) help the nation maintain its competitive edge in undergraduate research, service, and job training; and d) advance international learning and collaboration. The College partners with major higher education associations and has a strong track record of external funding from the U.S. Departments of Education and Housing and Urban Development, and the National Science Foundation. The college also partners with indigenous-serving institutions in the United States and Oceania. Internationally, the College engages in dozens of institutional partnerships and contract training agreements that support faculty and student development.

Planning Shaped By Vision, Values, and Mission

VISION

Kapi'olani Community College prepares students for lives of critical inquiry and effective engagement and leadership in careers which strengthen the health, well-being, and vitality of

- ***the individuals, families, and communities that support all of us,***
- ***the cultural traditions that shape and guide all of us, and***
- ***the land and sea that sustain all of us.***

Values:

- Aloha for Hawai'i, and its diverse peoples, cultures, languages, and environments.
- Service and attention to the needs of our diverse students and their experiences, contributions, expectations, and dreams.
- High quality, active, ongoing learning for everyone.
- Respect and appreciation for our faculty, staff, students, and administration, in recognition of their ongoing innovation and achievements.
- Honesty, integrity, and clarity in professional relationships.
- Imagination and innovation in curriculum and pedagogy and support services, and in planning, assessment and improvement.
- Shared responsibility, effective communication, and partnerships in working for the educational, social, economic, and environmental betterment of the communities we serve.

Mission: Kapi'olani Community College...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

A New Ecology of Teaching and Learning

Kapi‘olani Community College offers excellent student development and support services and quality pre-college, liberal arts, and 21st century career programs in credit and continuing education formats. The College is developing a new *ecology of learning* that connects classroom, centers and labs, campus, community, countries abroad, and cyberspace.

- The new Kahikoluamea Center integrates pre-college instructional and student support services and prepares students who place below college-level in math and English for success in either liberal arts or 21st century careers programs. This Center brings together the former Holomua instructional program with Malama Hawai‘i and First Year Experience student support services. The College provides comprehensive student support services including the Kekaulike Information and Service Center, TRIO and Disability Services, Library and Learning Resources, Career and Transfer Advising, Service-Learning, and the Honda International Center.

The College is developing a new *ecology of learning* that connects classrooms, centers and labs, campus, community, countries abroad, and cyberspace.

- The liberal arts program offers courses meeting general education requirements for 21st century career programs, and general education and graduation requirements at all baccalaureate colleges in Hawai‘i. The Malama Hawai‘i Center provides instructional programs focusing on Hawaiian and Pacific Islands studies and leadership in developing Hawaiian-Pacific curriculum and pedagogies proven to be successful for our diverse students. The College maintains a strong focus on Asian languages and cultures and is expanding to provide system-wide and national leadership in integrated international and global learning. The college also offers high quality English Composition, English for Speakers of Other Languages for both international and immigrant students, French, Spanish and American Sign Language instruction. The College is also developing a strong Science, Technology, Engineering, and Math (STEM) program using research-based best practices in student engagement and transformed learning spaces. STEM program developments have major relevance and replicability for the Pacific region. Current and compelling science, social science, arts and humanities, and language, linguistics, and literature courses are taught in interactive classroom environments and are increasingly available online. New transfer agreements expedite and facilitate transfer to UH baccalaureate institutions.

- The College offers 21st century career programs in business and information technology, culinary arts, hospitality, legal education, and nursing and health sciences, including emergency medical services. The college is also integrating appropriate and advanced technology in new media arts, exercise and sports science, and biotechnology. These programs deliver high quality 21st century career education preparing students to meet critical workforce shortages and contribute to the state's diversifying economy. New synergies bridging P-12 and college, including Educational Assisting, Teacher Preparation, Teaching English as a Second Language, Service-Learning, and STEM, also hold promise for training tomorrow's teachers, locally, nationally, and internationally.
- The College supports four faculty-driven emphases which weave through the Kahikoluamea, liberal arts and careers curricula.

These emphases are: a) Writing, Thinking, Reasoning; b) Integrated International Education and Globalization; c) Information Technology; d) Service-Learning.

- Program level assessment strategies for student learning outcomes are being developed and implemented with guidance from the Faculty Senate and national best practice research.

- The College's reorganized continuing education program will meet the training needs of Hawai'i employers and employees looking to upgrade and diversify their staff's knowledge, attitudes, and skills, and to meet the personal growth and lifelong learning aspirations of local community members.
- Sustained innovation has significantly enhanced the College's national reputation:
  - The American Council of Education recognizes the College for implementing promising practices in institutionalizing integrated international education and for innovation in student learning outcomes assessment.
  - The Carnegie Foundation for the Advancement of Teaching, Campus Compact, Community College Survey of Student Engagement (CCSSE), Center for Student Transitions, and the U.S.

Housing and Urban Development's Office of University Partnerships recognize the College for its commitment to promoting service-learning and civic responsibility in undergraduate education.

- The Association of American Colleges and Universities recognizes the College for overall quality in undergraduate education.
- The National Science Foundation substantially supports student engagement, undergraduate research, faculty development, and the strengthening of the College's STEM Infrastructure.

- Sustained innovation and national recognition is moving the College to establish "selected areas of excellence" in Integrated International Education, Service-Learning, and STEM.

- By creating and sustaining mutually beneficial partnerships within the UH system, and with government and the private sector, KCC will strengthen its role in teaching and learning and economic and workforce development. KCC will continue to provide system-wide leadership for the Culinary Institute of the Pacific and Honda International Center.

The College is initiating Long Range Development Planning (LRDP) to explore and develop new facilities to further the programmatic directions described in this updated Strategic Plan. In addition to current efforts to develop the Culinary Institute of the Pacific facility (at the old Cannon Club site), specific developments under consideration in the LRDP include new facilities below the Olapa Building, at the top of Kilauea Avenue, and on the land between Leahi Hospital and Diamond Head Theater.

Campus Representatives on the College Update of the Strategic Plan Committee (CUSP) 2008-2009

Flo Abara - Counseling
Laure Burke – Hospitality Education
Kauka DeSilva - Pukoa Council, Kahikoluamea
Shirl Fujihara - Business Office
Chris Gargiulo - New Media Arts
John Havey - Social Science
Liana Hofschneider - Student Congress
Carl Jennings - Arts & Humanities
Guy Kellogg – Language, Linguistics, Literature (LLL)
Russ Kinningham - Health Sciences
Susan Murata – Library and Learning Resources
Liz Nakoa - Arts & Humanities
Michaelyn Nakoa – Counseling
Kawika Napoleon – LLL, Malama Hawai'i
Karl Naito – Center for Excellence in Learning, Teaching, and Technology
Stephanie Nelson – Library and Learning Resources
Liz Ottoson – Nursing
John Rand – Math/Science and STEM
Sheila Rhodes – Kahikoluamea, Staff Council
Saori Sato - Honda International Center
Lavache Scanlan – First Year Experience, Kahikoluamea
Lori Maehara – Culinary Arts
Dennis Vanairsdale – Business Education, Faculty Senate

Community Representatives on the College Update of the Strategic Plan Committee (CUSP), 2008-2009

Muriel Anderson, Hawai'i Tourism Authority
Coral Andrews, Healthcare Association of Hawai'i
Danette Beams, Educational Paraprofessional
Ruth Bingham, Academic Advisor, UHM Arts & Sciences
Aldine Brown, MedLab Kuakini Hospital
Ricky Chow, Computer Assurance
Mark Dawson, ALTRES Staffing
Patricia Dukes, City and County, Honolulu, EMS
Signe Godfrey, State Workforce Development
Eduardo Hernandez, Kaimuki Neighborhood Board
Ron Hayashi, HCCS Consulting, Marketing
Vincent Lee, Hawai'i Health Care Systems, O'ahu Pres.
Barbara Marumoto, State Representative, 19th District
Bert Narita, DH/Kapahulu Neighborhood Board
Scott Nishimoto, State Representative, 21th District
Kyle Paredes, President, SPORTECH Hawai'i
Stevette Santiago, Workforce Excellence HUSA-FCU
Syd Snyder, DH Citizens Advisory Council
Neil Takekawa, Roberts Hawai'i
Kerry Yoneshige, Business Management, HI State DAGS

Kapiʻolani Community College
4303 Diamond Head Road
Honolulu, Hawaiʻi 96816
http://www.kcc.hawaii.edu

Kūlia i ka nuʻu strive for the highest

Strategic Plan 2008-2015

Strategic Outcomes, Performance Measures, Potential Strategies

Committee to Update the Strategic Plan

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 by supporting the access and success of students of Native Hawaiian ancestry.***

PERFORMANCE MEASURE 1

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

Potential Strategies

A1A Research and identify educational needs of Native Hawaiians in their homes and communities.
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.
A1C Partner with Native Hawaiian community-based organizations to cultivate and guide Native Hawaiian students in achieving their academic goals.
A1D Strengthen collaboration with indigenous-serving institutions and programs nationally, regionally, and globally.

PERFORMANCE MEASURE 2

A2 Promote low-income Native Hawaiian students' success and graduation by increasing their overall financial aid participation rate from 19.4 to 38.0 percent.

Potential Strategies

A2A Make the financial aid process more accessible to low-income communities by providing financial aid assistance through schools and community-based organizations.
A2B Continue to explore and develop other financial aid opportunities.

PERFORMANCE MEASURE 3

A3 Increase the percentage of Native Hawaiian students, who if assigned to a developmental reading, writing, or math intervention, successfully complete that sequence. Native Hawaiian success rates in developmental writing to increase from 72 to 81 percent; in developmental reading from 50 to 76 percent; in developmental math from 52 to 72 percent.

Potential Strategies

A3A Support the recruitment, training, and retention of instructors, counselors, and support staff that have an interest in and commitment to under-prepared Native Hawaiian college students.

A3B Create learning environments based on Hawaiian values that foster community and student engagement and allow for the changing needs and expectations of students, faculty and staff.

A3C Implement and fund assessment systems that provide data and information that can be used to evaluate and improve the effectiveness of Kahikoluamea programs and services.

A3D Create Pathway Academies to promote collaborative efforts with other departments and programs to improve seamless and efficient movement of students from college-readiness to college-level courses in general education and 21st Century

Career programs.

PERFORMANCE MEASURE 4

A4 Increase by six percent per year the number of Native Hawaiian students who complete certificates and degrees, or transfer to baccalaureate institutions, while maintaining the percentage (71%) of transfers who achieve a GPA of 2.0 or higher at the transfer institution. Increase certificate and degree completion by Native Hawaiian students from 64 to 105 per year, and increase transfer by Native Hawaiian students from 59 to 85 per year.

Potential Strategies

A4A Provide, maintain and make visible fully accessible student support services to improve Native Hawaiian student success rates.

A4B Develop comprehensive online counseling services to provide Native Hawaiian students with the resources to achieve their educational and professional goals.

A4C Strengthen basic skills attainment for all incoming Native Hawaiian students that will allow them to make quality educational and career decisions.

A4D Support Native Hawaiian students' needs and aspirations, as determined by entry and exit assessments, through personal learning plans, electronic portfolios, and other flexible and innovative Pathways strategies.

A4F Develop the Kahikoluamea Center as a high-context learning environment shaped by Hawaiian cultural values and artistic expression.

A4G Strengthen recruitment and retention of Native Hawaiian students, staff and faculty in STEM programs.

A4H Develop, implement, and evaluate strategies to improve Native Hawaiian success rates in liberal arts and 21st century career programs.

A4I Identify program level learning outcomes and align courses with these outcomes. Assess program level student learning outcomes, evaluate results and implement improvements.

A4J Develop, evaluate, and improve a campus-wide Second Year Experience program that provides a positive experience for Native Hawaiian students who have successfully completed 24 or more credits as they prepare to transfer to baccalaureate institutions or move into careers.

A4K Develop, evaluate, and improve articulation agreements with UH system campuses.

A4L Maximize opportunities for Native Hawaiian students to complete general education requirements at their home campuses, and enroll and transfer among campuses.

A4M Promote team teaching and resource sharing across campuses, and support combined Laulima web classes and virtual learning communities

A4N Evaluate the feasibility of offering classes for Native Hawaiian students in off-campus locations and, if feasible, increase these offerings annually.

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 of programs that can be completed by students in underserved regions by distance learning.

B1C Improve campus outreach to multilingual (immigrant) students and families at main feeder high schools and offer college preparatory courses at feeder high schools and/or community centers.

PERFORMANCE MEASURE 2

B2 Promote low income student success and graduation by increasing their Pell Grant participation from 16.1 percent to 38.0 percent.

Potential Strategies

B2A Make the financial aid process more accessible to low income communities by providing financial aid assistance through schools and community-based organizations.

B2B Identify resource needs and potential sources of support.

B2C Continue to explore and develop other financial aid opportunities to assist diverse students in funding their higher education.

PERFORMANCE MEASURE 3

B3 Increase the number and percent of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction to 80 percent. All student success in developmental writing to increase from 74 to 83 percent; in developmental reading from 63 to 80 percent; in developmental math from 62 to 80 percent

Potential Strategies

B3A Support the recruitment, training, and retention of instructors, counselors, and support staff that have an interest in and commitment to under-prepared college students.
B3B Implement and fund assessment systems that provide data and information that can be used to evaluate and improve the effectiveness of Kahikoluamea programs and services.
B3C. Create Pathway Academies to promote collaborative efforts with other departments and programs to improve seamless and efficient movement of students from college-readiness to college-level courses in general education and 21st Century Career programs.

PERFORMANCE MEASURE 4

B4 Increase by three percent per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage (78%) of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. Increase in certificate and degree completers is from 641 to 885, and increase in transfers is from 561 to 828.

Kapi`olani Community College prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.

Potential Strategies

B4A Develop programs and technologies to increase the College going rate.
B4B Provide, maintain and make visible fully accessible student support services to improve student success rates.
B4C Develop comprehensive online counseling services to provide students with the resources to achieve their educational and professional goals.
B4D Strengthen basic skills assessment for all incoming students that will allow them to make quality educational and career decisions.
B4E Support students' needs and aspirations, as determined by entry and exit assessments, through personal learning plans, electronic portfolios, and other flexible and innovative Pathways strategies.
B4F Provide, maintain and improve student support services for immigrant students, including language access as required under State Office of Language Access (OLA) guidelines.
B4G Support retention, persistence, and success of immigrant students.
B4H Strengthen recruitment and retention of students, staff and faculty in STEM programs.
B4I Develop, implement, and evaluate strategies to improve success rates in liberal arts and 21st century career programs.
B4J Identify program level learning outcomes and align courses with these outcomes. Assess program level student learning outcomes, evaluate results and implement improvements.
B4K Develop, evaluate, and improve a campus-wide Second Year Experience program that provides a positive experience for students who have successfully completed 24 or more credits as they prepare to transfer to baccalaureate institutions or move into careers.

B4L Develop, evaluate, and improve articulation agreements with UH system campuses.
B4M Maximize opportunities for students to complete general education requirements at their home campuses, and enroll and transfer among campuses.
B4N Promote team teaching and resource sharing across campuses, and support combined Laulima web classes and Virtual Learning Communities.
B4O Evaluate the feasibility of offering classes in off-campus locations and, if feasible, increase these offerings annually.

PERFORMANCE MEASURE 5

B5 Using effective distance and off-site 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 under-served students in the Pacific Islands.

PERFORMANCE MEASURE 6

B6 Every two years, target 2 CCSSE benchmark items for improvement by the next administration of the CCSSE. These items should have major impact on student success. For example, as a result of CCSSE 2008, improve student effort in completing assignments on time, and improve faculty use of textbooks, readings, and assignments. Improve Active-Collaborative Learning and Faculty-Student Interaction Benchmarks to 80th percentile.

Potential Strategies

B6A Ensure quality of teaching, increasing productivity and increased learning-centered behavior.
B6B Provide active, rich and safe learning opportunities and environments that promotes engagement of students, faculty/staff and the outside community in learning and experiential activities that increase success in courses, and attainment of certificates/degrees and career goals.

B6C Increase emphasis through the Center for Excellence in Learning, Teaching and Technology on faculty development for improved active and collaborative learning, faculty-student interaction, academic challenge and student effort.
B6D Increase collaboration across educational support units and academic programs to improve support for learners.

PERFORMANCE MEASURE 7

B7 All certificate and degree programs complete two documented cycles of development, assessment, evaluation, and improvement of student learning outcomes. Career programs seek industry validation of learning outcomes.

Potential Strategies

B7A Support the timely and professional work of the Faculty Senate's Student Learning Outcomes Committee.
B7B Create and maintain mutually beneficial partnerships that anticipate and address changing educational needs, advances in industry and changes in the communities we serve.

STRATEGIC OUTCOME C:
Economic Contribution

- ***Contribute to the state's economy and provide a solid return on its investment in higher education through research and training.***

PERFORMANCE MEASURE 1

C1 Increase extramural grant funds by 3 percent per year, from $4.7 to $5.9 million.

POTENTIAL STRATEGIES

C1A Support the personnel needed in grants development and grants administration in the Business Office, as well as periodic faculty assigned time for their research, planning and development efforts, and staff development. Integrate grants development into budgeting for program improvement efforts.

C1B Implement strategies to support grants development in selected areas that support mission.

C1C Perform periodic evaluation to assess the need to realign college staff and resources to effectively integrate extramural funded projects.

C1D Develop and sustain strong partnerships with local business, industry, community leaders, and national higher educational organizations.

C1E Establish partnerships and relationships to develop and share learning resources beyond state and national boundaries.

C1F Anticipate and address 21st century career programs and workforce retraining needs.

C1G Expand partnerships and take tangible steps to provide a smooth transition for students through a seamless integration of K-12 and college.

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 1

D1 Increase by 3 percent per year the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated shortage of qualified, local workers, or where the average annual wage is at or above the U.S. average ($38,651). Increase in degree completion in these programs is from 301 to 381. Increase in the number of UH baccalaureate transfers in these programs is from 403 to 511.

Potential Strategies

D1A Improve enrollment management, especially student recruitment, enrollment growth, and retention.

D1B Develop strong and coherent partnerships with K-12 teachers, schools, and state government for Native Hawaiian and all student success in STEM and other knowledge-intensive fields.

D1C Strengthen two-way connections between workforce needs in Hawai‘i and course and program offerings at the College.

D1D Strengthen workforce development relationships with UHM, UHWO, and UHH to explore 2+2 degree partnerships.

PERFORMANCE MEASURE 2

D2 Increase total annual student enrollment in continuing education programs that address critical workforce shortages by three percent per year, from 5,269 to 6,675.

Potential Strategies

D2A Hire Vice Chancellor for Continuing Ed and Community Relations to oversee program development.

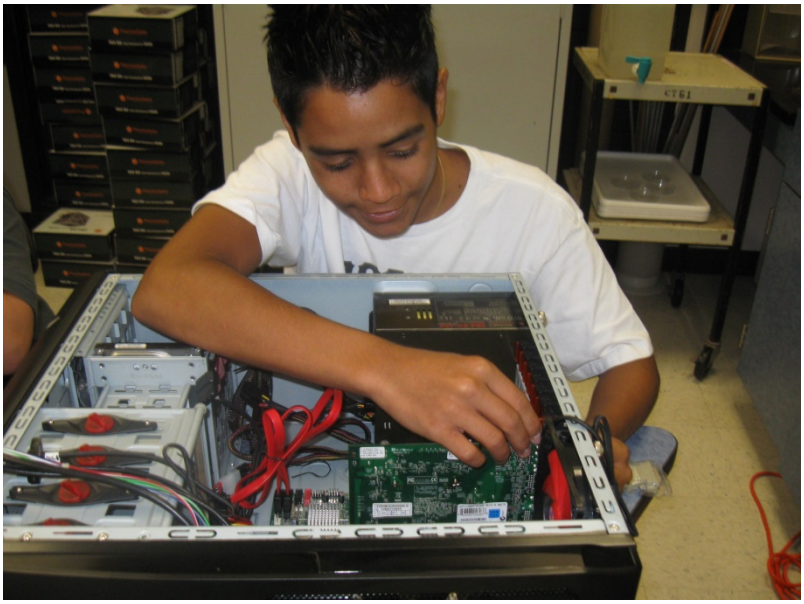
D2B Identify, implement, assess, evaluate and improve continuing education offerings that prepare students to meet critical workforce shortages

D2C Identify, implement, assess, evaluate and improve continuing education offerings that prepare students for a diversifying, knowledge-intensive economy.

D2D Identify, implement, assess, evaluate and improve continuing education offerings that promote personal and professional enrichment.

PERFORMANCE MEASURE 3

D3 Increase the enrollment of 25-55+ year olds in credit programs by 3 percent per year, from 2,221 to 2,813 students.



Potential Strategies

D3A Work with employers to offer incentives to employees to pursue credit and continuing education certificates and degrees that will strengthen their job performance.

D3B Improve planning, marketing, and implementation of continuing education programs to the community and emphasize opportunities to transition to credit programs.

PERFORMANCE MEASURE 4

D4 Increase degree completion in career fields with integrated technology (Nursing, Health Sciences, Biotech, IT, Digital Media Arts, Food Service) by 8 percent per year, from 222 to 410 students.

Potential Strategies

D4A Develop synergies within existing programs so that degree completion leads to employment in emerging fields identified as innovative and knowledge-intensive opportunities.
D4B Develop comprehensive tutoring, mentoring, and student leadership programs to support improved student learning in all programs.
D4C Renovate existing classrooms and build additional labs, centers, and classrooms to support engaging pedagogies such as peer mentoring, community engagement, technology integration, and undergraduate research for enhanced learning in selected areas of excellence (STEM, Integrated International Education, Service-Learning) and career programs.
D4D In conjunction with Long Range Development Planning, develop facilities that support STEM integration, innovation, and undergraduate research to advance a knowledge-intensive workforce and economy.

PERFORMANCE MEASURE 5

D5 Increase the number of students pursuing the Associate in Science/Natural Science transfer degree, with concentrations in Physical or Life Sciences, from 5 to 300.

Potential Strategies

D5A Develop student-centered learning and teaching resources and technologies to ensure superior academic achievement and equipped students with the academic preparation needed to succeed in a baccalaureate STEM degree program.
D5B Provide support services including career counseling or transfer support programs such as Ka`ie`ie.

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

D6A Strengthen campus support for students pursuing the Hawaiian, Asian, and International Studies Academic Subject Certificates. Link completion of these certificates to transfer and study abroad opportunities.
D6B Conduct research on student interests in study abroad. Improve and expand current study abroad programs. Convey study abroad opportunities through new student orientation

and gateway courses in Asian, Pacific and International studies.

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

D6D Develop more international partnerships, including contract training, that provide exchange and research opportunities for the College.

D6E Develop local and national partnerships for fund development.

PERFORMANCE MEASURE 7

D7 Increase the number of students annually completing course-embedded Service-Learning assignments from 600 to 1,000.

Potential Strategy

D7A Support a permanent location, staffing, and student leadership for the Service-Learning Emphasis.

PERFORMANCE MEASURE 8

D8 Increase International (F-1 and other visa) student enrollment by three percent per year, from 630 to 800.

Potential Strategy

D8A Support the work of the Honda International Center in recruitment and retention. Further develop an academic, campus and community environment that promotes cross-cultural interaction, language learning, and service.

PERF0RMANCE MEASURE 9

D9 Increase the number of the College's "TEACH Hawai'i" students transferring to UHM as Pre-Education and Education majors from 110 to 150.

Potential Strategies

D9A Support the development of additional teacher preparation courses and their integration into Arts and Sciences.
D9B Strengthen teacher preparation pipeline with local high schools and community-based organizations.
D9C Strengthen transfer agreements with the Colleges of Education at UH Manoa and Hawai'i-Pacific University and the School of Education at Chaminade University.

PERFORMANCE MEASURE 10

D10 Redesign curriculum approval and revision process and fully implement five year curriculum review process.

Potential Strategy

D10A Implement Curriculum Central to expedite and simplify curriculum review process.
D10B Develop effective mechanism to ensure compliance with accreditation recommendation.

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 1

E1 Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership committed to the strategic outcomes and performance measures. Increase professional development funding by three percent per year from $776,000 to $995,000. Funds allocated should support achievement of these performance measures and improvement of CCSSE Support for Learners Benchmark to the 80th percentile.

POTENTIAL STRATEGIES

E1A Recruit and retain Native Hawaiian faculty, staff and administrators to reflect more closely the populations we serve.
E1B Encourage responsible risk-taking, reward innovation, and invest in change. Support faculty-driven innovation in learning outcomes assessment.
E1C Support the development, implementation, evaluation, and improvement of learning materials and pedagogies based on research-based best practice.
E1D Promote, encourage and reward successful innovation in teaching, scholarly research, extramural funding, and entrepreneurial activities.
E1E Develop, assess, evaluate, and improve communication with and by governance bodies.
E1F Pursue opportunities to develop students, staff and faculty as leaders in their respective fields, areas of expertise, and areas of interest.

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 1

F1 Request $45,000,000 in repair and maintenance funds over the period, an average of $5.6 million per year.

POTENTIAL STRATEGIES

F1A Plan new construction and expansion based upon identified unit or programmatic need.

F1B Upgrade and maintain facilities to ensure superior academic achievement, improve functionality of space, and promote pride in our work environment.
F1C Use the LEED standards as a guide when planning new construction, upgrading, and performing maintenance on facilities.
F1D Partner with external businesses and organizations to establish onsite/nearby satellite facilities.
F1E In collaboration with community stakeholders implement a Long Range Development Plan.

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

F2A Increase security and expand data capacity through managed network systems.
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.
F2C Increase access to campus and system-wide library resources.
F2D Invest resources to provide technology support to students.
F2E Expand information technology infrastructures that support disability access.
F2F Implement a campus-wide classroom upgrade plan that utilizes the latest technology to provide engaging learning environments.
F2G Implement a campus-wide computer replacement program that meets program goals.
F2H Consolidate institutional data for efficient planning and management.

PERFORMANCE MEASURE 3

F3 Promote sustainability by reducing annual KWH/gross square feet consumed by 2 percent per year, from 20.12 to 17.47, and reducing annual consumption of water from 4,104,500 to 3,316,366 gallons**.**

POTENTIAL STRATEGIES

F3A Optimize and diversify the use of existing facilities and grounds through partnerships with other campuses, and within departments and programs.
F3B Support the commitment to reduce energy consumption, promote comprehensive recycling programs, and implement the use of renewable energy sources.

PERFORMANCE MEASURE 4

F4 Increase number of courses, programs and initiatives that integrate assignments and opportunities leading to improved sustainability learning outcomes.

POTENTIAL STRATEGY

F4A Develop student-centered learning and teaching resources to ensure superior academic achievement in the arts and sciences of sustainability.

PERFORMANCE MEASURE 5

F5 Increase non-state revenue by three percent per year from $23.5 to $36.4 million.

POTENTIAL STRATEGIES

F5A Expand resources and revenues through grants, private sector partnerships, and entrepreneurial activities.
F5B Exercise sound fiscal policy and diversify revenue sources to promote stability in changing economic conditions.

COLLEGEWIDE STRATEGIES	
1	Manage and Grow Enrollment Strategically by: 1) conducting ongoing analyses of internal and external enrollment factors such as, going, retention, and persistence rates; certificate, degree and transfer demand and completion; workforce, economic, and community data; campus facilities and online capacity; reach to and impact in underserved communities; 2) implementing, assessing, evaluating, and improving precision student marketing and recruitment strategies led by Kuilei, the Honda International Center, and Continuing Education, with the assistance of the Office for Institutional Effectiveness, Vice President for Community Colleges Marketing office, community-based organizations, departments, faculty and staff.
2	Diversify, Improve and Increase the College's Financial Aid Portfolio for Students by: 1) assessing and evaluating Achieving the Dream data for Native Hawaiian and all student participation rates; 2) reviewing current financial aid policies and practices for the awarding of financial aid; 3) modifying processes as needed to achieve optimum access using online technology in the marketing and awarding of scholarships (i.e., Kuilei Chancellor's scholarship, centennial scholarships); 4) integrating financial aid planning into Kuilei and First Year Experience as a success strategy for new, low-income students; 5) integrating financial aid with academic advising and other success strategies for continuing students to achieve college enrollment and non-general fund revenue goals; 6) increasing student awareness and use of private scholarships; and 7) communicating the availability of aid and focusing on strategies that ensure that students complete the application process in order to determine their qualification for aid.
3	Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence by: 1) improving technology-enhanced learning environments and support services for Native Hawaiian and all students in the Kahikoluamea Center. Services include entry and exit assessments, development of personal learning plans and electronic portfolios for learning and assessment, and peer mentoring and tutoring in pathway academies aligned with academic clusters and advising; 2) assessing and evaluating the Achieving the Dream, CCSSE, and program review data to better meet the diverse learning needs of Native Hawaiian and all students; 3) promoting the effective use of student engagement pedagogies such as learning communities, service-learning, gatekeeper course initiatives, online classes and tutorials; and 4) providing quality professional and staff development.
4	Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Transfer by improving : 1) improving integrated, technology-enhanced learning environments and support services for Native Hawaiians and all students in all programs; 2) improving programs that meet critical workforce shortages in nursing, health science, hospitality, information technology, teaching, and social work, and prepare students for high wage careers in science, technology, engineering, digital media and other knowledge-intensive industries; 3) developing comprehensive academic degree pathways with learning outcomes assessment and supporting current and new articulation agreements with baccalaureate campuses; 4) promoting the effective use of student engagement pedagogies such as learning communities, service-learning, undergraduate research, online classes and tutorials, study abroad, and capstone experiences; 5) providing quality professional and staff development; 6) strengthening outreach and comprehensive program delivery to underserved communities in Palolo, Leeward Oʻahu, and the Neighbor Islands; 7) improving alternative delivery classes and programs and contract training; 8) embedding academic subject certificates and concentrations in existing and/or new programs.
5	Diversify, Sustain and Increase the College's Funding Portfolio and Revenue Streams by: 1) improving grants identification, development, administration, implementation and evaluation processes; 2) strengthening the alignment between external grants and strategic and tactical planning for institutional and program improvement, especially in emerging innovation and knowledge-intensive fields 3) involving deans and department chairs in identifying faculty for assigned time related to grants processes; 4) providing training and professional development opportunities; 5) developing mutually beneficial and sustainable partnerships with private, non-profit, educational, and governmental sectors statewide, nationally and internationally for the development of contracts and grants, and to increase funding from auxiliary enterprises, foundations, investments and endowments; 6) consolidating and reforming continuing education for increasing revenues and revenue streams.
6	Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise by: 1) exercising exemplary stewardship over all the College's resources; 2) identifying resource priorities and aligning general and non-general funding to meet these priorities; 3) creating an environmentally sustainable and energy efficient campus; 4) providing more high quality professional development opportunities for faculty and staff; 4) hiring new faculty and staff.
7	Strengthen Community Outreach and Partnerships by: 1) working collaboratively and effectively with leaders in under-served regions and populations; 2) recognizing both the assets and needs of our partners; 3) engaging private, non-profit, educational and governmental sector partners in improving program outcomes related to workforce development and human services needs; 3) obtaining local, state, national and international resources; 4) improving ongoing communication, especially through the use of technology.
8	Improve Ongoing Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting by: 1) using best practice research, assessment and evaluation processes; 2) using data for decision-making; 3) engaging all campus governance bodies; 4) aligning decision-making with strategic planning, program review and tactical planning, program and institutional accreditation standards, biennium and supplemental budget requests, and non-general funds; 5) developing ten core institutional effectiveness measures to be featured in a dashboard format on the College's website. Measures might include: A) enrollment; B) retention rate; C) persistence rate; D) number of degrees, certificates completed and transfers; E) general and non-general funds; F) active and Collaborative Learning; G) academic challenge; H) student effort; I) faculty-student interaction; J) support for learners (F-J are CCSSE Benchmarks).

Strategic Outcomes

Performance Measures
2006 Baselines and 2015 Benchmarks

	CAMPUSWIDE STRATEGIES							
	I. Manage and Grow Enrollment Strategically	2. Diversify, Improve and Increase the College's Financial Aid Portfolio for Students.	3. Develop a New Ecology of Engaged Learning and Teaching for Retention and Persistence.	4. Develop a New Ecology of Engaged Learning and Teaching for Degree and Certificate Completion and Transfer	5. Diversify, Sustain and Increase the College's Funding Portfolio and Revenue Streams.	6. Increase Financial, Technological, and Physical Resources and Faculty and Staff Expertise	7.Strengthen Community Outreach and Partnerships	8. Improve Ongoing Cycles of Integrated Research, Planning, Assessment, Evaluation, and Budgeting
	Potential Strategies for Implementation by Academic and Support Units in Tactical Plans 2009-2012, 2012-2015							
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.								
A1 Increase total fall enrollment of Native Hawaiian students by five percent annually, from 840 to 1,303.	A1 (A,B,C,D)	A1 (C,D)	A1 (A,B,C,D)	A1 (A,B,C,D)			A1 (B,D)	A1 (A,B)
A2 Promote low-income Native Hawaiian students' success and graduation by increasing their overall financial aid participation rate from 19.4 to 38.0 percent.		A2 (A,B)			A2 (B)	A2 (B)	A2 (A,B)	
A3 Increase the percentage of Native Hawaiian students, who if assigned to a developmental reading, writing, or math intervention, successfully complete that sequence. Native Hawaiian success rates in developmental writing to increase from 72 to 81 percent; in developmental reading from 50 to 76 percent; in developmental math, from 52 to 72 percent.			A3 (B,C,D)	A3 (D)		A3 (A,B)		A3 (B,C,D)
A4 Increase by six percent per year the number of Native Hawaiian students who complete certificates and degrees, or transfer to baccalaureate institutions while maintaining the percentage (71%) of transfers who achieve a GPA of 2.0 or higher at the transfer institution. Increase certificate and degree completion by Native Hawaiian students from 64 to 105 per year, and increase transfer by Native Hawaiian students from 59 to 85 per year.		A4 (A)	A4 (A,B,C,D,F,L)	A4 (F,G,H,I,J,K,L,M)				A4 (C,D,E,F,G,H,I,M)
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.								
B1 Increase total fall enrollment by two percent per year, from 7,272 to 8,918.	B1 (A,B,C,D)	B1 (A,B,C)	B1 (A,B,C)	B1 (A,B,C)			B1 (A,C)	
B2 Promote low income student success and graduation by increasing their Pell Grant participation from 16.1 percent to 38.0 percent.		B2 (A,B)					B2 (A,B,C)	B2 (B,C)
B3 Increase the number and percent of all students, who if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction to 80 percent. All student success in developmental writing to increase from 74 to 83 percent; in developmental reading, from 63 to 80 percent; in developmental math, from 62 to 80 percent.			B3 (B,C)	B3 (C)				B3 (B,C)
B4 Increase by three percent per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage (78%) of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. Increase in certificate and degree completers is from 641 to 885, and increase in transfers is from 561 to 828.			B4 (B,C,D,E,F,H,I,N,O)	B4 (J,K,L,M)			B4 (F,G,O)	B4 (E,I,J,K,O)
B5 Using effective distance and off-site learning strategies, increase enrollment of students from under-served regions from 1,103 to 1,481, and increase degrees awarded to these students from 114 to 150.			B5 (A,B)	B5 (A,B)			B5 (A,B)	
B6 Every two years, target 2 CCSSE benchmark items for improvement by the next administration of the CCSSE. These items should have major impact on student success. For example, as a result of CCSSE 2008, improve student effort in completing assignments on time, and improve faculty use of textbooks, readings, and assignments. Improve all CCSSE Benchmarks to the 80th percentile.			B6 (A,B,C,D)	B6 (A,B)				B6 (A,B)
B7All certificate and degree programs complete two documented cycles of development, assessment, evaluation, and improvement of student learning outcomes. Career programs seek industry validation of learning outcomes..			B7(A,B)	B7(A,B)				B7A
STRATEGIC OUTCOME C: ECONOMIC CONTRIBUTION: Contribute to the state's economy and provide a solid return on its investments in higher education through research and training.								
C1 Increase extramural grant funds by 3 percent per year, from $4.7 to $5.9 million.					C1 (A,B,C,D, E,F,G)	C1 (A,B,C,D, E,F)	C1 (D,E,F)	C1 (A,B,C,D, E,FG)
STRATEGIC OUTCOME D: GLOBALLY COMPETITIVE AND COLLABORATIVE WORKFORCE: Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.								
D1 Increase by 3 percent per year the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated shortage of qualified, local workers, or where the average annual wage is at or above the U.S. average ($38,651). Increase in degree completion in these programs is from 301 to 381. Increase in the number of UH baccalaureate transfers in these programs from 403 to 511.	D1 (A)		D1 (B,C,D)	D1 (B,C,D)			D1 (A,B,C,D)	
D2 Increase total annual student enrollment in continuing education programs that address critical workforce shortages by three percent per year, from 5,269 to 6,675	D2 (A)				D2 (A,B,C)	D2 (C)	D2 (A,B,C)	
D3 Increase the enrollment of 25-55+ year olds in credit programs by 3 percent per year, from 2,221 to 2,813 students.	D3 (A)	D3 (A)	D3 (A)	D3 (A)		D3 (A)	D3 (A)	
D4 Increase degree completion in campus STEM fields (Nursing, Health Sciences, Biotech, IT, Digital Media Arts, Food Service) by 8 percent per year, from 222 to 410 students.			D4 (B)	D4 (A)		D4 (C,D)	D4 (C)	D4 (A,B,C,D)
D5 Increase the number of students pursuing the Associate in Science/Natural Science transfer degree, with concentrations in Physical or Life Sciences, from 5 to 300.			D5 (A,B)	D5 (A,B)			D5 (A,B)	D5 (A)
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.			D6 (A,B,C)	D6 (A,B,C)	D6 (D,F)		D6 (A,B,C)	D6 (A)
D7 Increase the number of students annually completing course-embedded Service-Learning assignments from 600 to 1,000.			D7 (A)				D7 (A)	
D8 Increase International (F-1 and other visa) student enrollment by three percent per year, from 630 to 800.	D8 (A)				D8 (A)		D8 (A)	
D9 Increase the number of the College's "TEACH Hawai'i" students transferring to UHM as Pre-Education and Education majors from 110 to150.			D9(B)	D9 (A,B,C)		D9 (A,B,C)	D9 (A,B)	D9 (A,B,C)
D10 Redesign curriculum approval and revision process and fully implement five year curriculum review process.			D10 (A,B)	D10 (A,B)				D10 (A,B)
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.								
E1 Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership committed to the strategic outcomes and student-centered performance measures. Increase professional development funding by three percent per year from $776,000 to $955,000 for the achievement of these measures			E1 (A,B,C,D,E,F)	E1 (B,E,F)	E1 (A,B,)	E1 (A,B,E)	E1 (A,B,C,D,E,F)	E1 (B,E,F)
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.	E2 (A)		E2 (A)	E2 (A)		E2 (A)	E2 (A)	
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.								
F1 Request $45,000,000 in repair and maintenance funds over the period, an average of $5.6 million per year.	F1 (A,B,D,E)		F1 (A,B,D,E)			F1 (A,B,C,D,E)	F1 (D,E)	
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	F2 (B,C,D,F,H)	F2 (B)	F2 (B,C,D,E,F)	F2 (B,C,D,E,F)		F2 (A,B,C, D,E,F,G,H)	F2 (B,F)	F2 (H)
F3 Promote sustainability by reducing annual KWH/gross square feet consumed by 2 percent per year, from 20.12 to 17.47, and reducing annual consumption of water from 4.1 million to 3.3 gallons.						F3 (A,B)	F3 (A)	
F4 Increase number of courses, programs and initiatives that integrate assignments and opportunities leading to improved sustainability learning outcomes.	F4 (A)		F4 (A)	F4 (A)		F4 (A)		F4 (A)
F5 Increase non-state revenue by five percent per year from $23.5 million to $36.4 million..					F5 (A)	F5 (A)	F5 (A)	F5 (A,B)

Appendix 3

Online Distance Learning Recommendations for Kapi'olani Community College

As the Information Age evolves, our society is undergoing enormous technological changes, which have a tremendous impact on our educational systems. These technologies have given students greater flexibility in obtaining their education, removing traditional barriers of time, space, and place. The World Wide Web (WWW) has caused the biggest change in education and learning since the advent of the printed book a little over 500 years ago (Draves & Coates, 2004).

The number of students who study online has been increasing at a rate of 18.2% over the last two years, which is ten times that projected by the National Center for Education Statistics for the entire postsecondary student population (Allen & Seaman, 2005). The proportion of institutions, which believe that online education is important to their long-term strategy, continues to increase, growing from 48% of all institutions in 2003 to 53% in 2004 and 56% in 2005 (Allen & Seaman, 2005). Associates institutions show the sharpest increase over the last three years, moving from 58% in 2003 to 67% in 2004 to 72% in 2005 (Allen & Seaman, 2005). Four out of every ten schools with face-to-face Associate's programs also offer at least one online version. Public institutions continue to express a strong belief that online education is key to their long-term strategy (67% in 2003, 66% in 2004, and 74% in 2005).

The transition to online distance learning, primarily driven by social change, is creating a paradigm shift in the way colleges are viewing teaching and learning (Rogers, 2000). In online distance learning (ODL), not only does the instruction occur via a computer network system, usually over the Internet, but other educational processes such as student services, training, and support occur via the computer as well. This paper reviews future directions and factors to consider when planning and developing an online distance learning program. These considerations are: vision and plans, faculty development, student services, student readiness, copyright,

intellectual property and fair use, distance learning policies and change in organizational structure for institutional effectiveness.

Vision and Plans

Many authors have written about the necessity of having a vision and plan for the implementation of on ODL program (Aoki & Pogroszewski, 1998). Hache (2000) made it clear that when college faculty, staff, and administration start with a vision, it is necessary for them to understand that this vision will result in a change in the organizational culture. ODL cannot be molded into the image of existing campus-based programs (Miller, 1998) in which administrative and support systems were built for the traditional on-campus student (Aoki & Pogroszewski, 1998). Administrative support structures, student services, technology support, and faculty training and support needs are all areas that need to be analyzed and perhaps changed in order to successfully implement ODL. By accepting a vision statement and its implications, those at the forefront of ODL at the college, acknowledge that physical, organizational, and programmatic changes will be occurring, with the inevitable shift of resources (Bloomfield, 1993).

Most plans for ODL are incorporated into existing strategic planning documents at colleges and are not separate documents. A systematic approach to planning must be taken in order to provide a quality education for the diverse learning community of the 21st century (Frances, Pumerantz, & Caplan, 1999). Western Association of Colleges and Schools (WASC) recommends that distance learning should remain consisted with the mission of the institution. In integrating a distance learning program into the institution's mission, planning for technology-enhanced facilities and equipment appropriate to meeting the program or course objectives must be part of the long range planning and budgeting activities. The technology should support the programs' design, and planning for obsolete technology should be evident. Expenditures patterns should demonstrate commitment to providing the resources necessary to ensure success and effectiveness, as well as continuity and integrity of the program (ACCJC/WASC, 2004).

Draves (2000) stated that the rate of adopting ODL would improve if revised policies, procedures and strategies to address critical issues existed. By involving all the stakeholders, determining the purpose or goal for an ODL program (Kemp, 2000), and understanding the issues concerning ODL from everyone involved, administrators can determine the priorities and constraints with ODL that will lead to strategies to minimize the resistance to the changes being made. George and Camarata (1996) felt that leadership, and therefore, ownership of ODL, should come from all areas of the college, and not rely simply on administration leadership or faculty leadership.

Administrators who have educated themselves about ODL will be able to create a positive culture that will support others on their campus as they learn and adapt to the new technologies (Robinson, 2000). Instruction is shifting from a model of individual use of technology to an integration of instruction and student services through technology. Yet, according to the California Community College Chancellor's Office, "the race among institutions to develop and offer new distance education courses and programs has surfaced issues which could overwhelm some of the colleges and derail their entire effort" ("A Workplan," 2001, p. 4). As Garrison (1989) acknowledged, "progress has been limited because few have the conceptual understanding to create a viable strategic plan for adopting distance learning methods congruent with their institutional values and goals" (p. 2). According to Bothel (2001) and McLendon and Cronk (1999), moving forward with a singular vision and the development of policies and procedures are the greatest challenges in planning for ODL.

Faculty Development

Though the principles of instructional design are not altogether different in ODL than they are for the traditional classroom, instructors need training and support to be willing to adopt this new teaching and learning paradigm. Instructors need to be aware of how the details of their course will be implemented in the new environment. Courses for ODL programs need to be clearly planned and designed (McNaught, 2002). Replacing the current educational model in digital format is not sufficient (Weigel, 2000). Effective ODL requires the instructor to not only have knowledge of the content area, but also to

have interpersonal skills to effectively communicate with their students online (White & Weight, 2000). Instructors will be assuming a broader role as planners, designers, guides, mentors, and facilitators and will no longer be seen as lecturers (Gillespie, 1998; Young, 2002).

ODL instructors must have adequate technology skills. They often need to upload their own files, deal with hardware and software problems, and help students overcome their own problems with the technology. Instructors must be able to design their courses, making sure they are accessible to disabled students under the American with Disabilities Act. Online lessons also need to run effectively on the student's computers. Instructors need to consider that computer memory and speed will vary greatly among students, lessons must not take long to download, web pages must be based on screen proportions, not inches, and colors must be chosen carefully. Instructors, who have the frontline contact with students, will be the ones who will be in contact with students to solve the problems as they arise. This requires faculty development and training.

> Despite the obvious advantages of making courses easily accessible to students through the Internet, many instructors are reluctant to make the move to ODL. The instructors are reluctant for many reasons, including what they perceive to be an increase in the time it takes to develop and deliver online courses (Clay, 1999; Georges, 2001), the lack of technical and administrative support available to them (Betts, 1998; Schifter, 2000), concern about copyright and intellectual property issues (Berge, 1998), concern about the quality of online courses (Betts, 1998), concern about incentives and obstacles to teaching online (Rockwell, 2000); resistance to being told what to do by administrators (Noble, 2002), and inadequate training for the instructors who are being expected to write and teach these online courses (Schifter, 2000). Others are concerned that when administrators try to compare the effectiveness and cost benefits of ODL to traditional on-campus courses, this will put more pressure on instructors to teach more online courses (Armstrong, 2000).

Training instructors about the new technology and way to teach is essential to help them effectively deal with change (Lick, 2001). When an instructor's professional growth needs are met, student learning can be enhanced (Lockard, 2001). To gain the knowledge necessary to implement online curriculum effectively, instructors must have the necessary training, mentoring, and support, preferably on the equipment they will use. Faculty training must be considered when institutions plan for an online distance learning program.

Many instructors do not want to change their style of instruction (Anderson & Middleton, 2002). Some feel that interactive lectures, small group activities, or closed

labs are the only way that a subject can be taught. Others have not yet adapted their lectures to the advances provided by technology such as multimedia demonstrations and do not want to change their teaching style. These deeply held beliefs and long-established practices will be changed as courses are moved online, requiring new ways of thinking about teaching and learning (Bates, 2000). WASC distance learning standards for faculty development state that ongoing faculty training, access to appropriate technology and software as well as to support personnel is critical.

Student Services

> Some say that technology should not be the impetus to drive organizational change (Brown & Jackson, 2001), others state that technology cannot be introduced into teaching without changing the ways other things are done in the educational process (Moore & Kearsley, 1996). Therefore, more attention needs to be given to the organizational structures, especially as they pertain to servicing students (Bothel, 2001). One problem with ODL planning is that too much focus is on instruction, and not on student services. Tinto (1993) found that in order for students to be successful, they must have access to student services. Husmann and Miller (2001) agreed that a major problem is that an entire program is not being planned, and that most attention when planning is paid to individual course offerings. Planning for ODL must include fiscal, personnel, academic, legal, technological, and support issues as a framework for future decision making (Fryer, Jr., & Lovas, 1991). ODL is not just about teaching and learning, it is about giving students who are not able or not willing to come to campus an experience equivalent to the on-campus student (Berge, 1998) by providing the same types of student services online that an on-campus student has available.

A contributing factor to the fact that ODL planning is limited to instruction is that faculty has been the major force behind the implementation of ODL on most campuses (Husmann & Miller, 2001). The problems with ODL will become more significant if colleges continue to let individual faculty members and departments put classes online without planning to implement the support structure involved with teaching and learning (Daniel, 1997). According to Brown and Jackson (2001), administrators should not only be concerned with how to get faculty to develop and teach courses online, but on how to deal with the need to support online students in other areas of education such as counseling, advising, tutoring, library services, and financial aid.

Sally Johnstone (2002), the founding director of the Western Cooperative for Educational Telecommunications at the Western Interstate Commission for Higher Education, stated that there are three stages to providing online student support. The first is to create web pages that provide information. The second is to add forms and communication methods to the web pages. The last stage is to offer services that can

provide personal interaction, such as online counseling via chat rooms and email. Many institutions are in a support service crisis because colleges are not planning for, and therefore are not finding the resources, to provide adequate student support (Milliron & Miles, 2000). If colleges want to succeed in ODL, they must consider access, equity, and continued support and not treat ODL students as second-class citizens (Bothel, 2001). Aoki and Pogroszewski (1998) claimed that by integrating online courses and student services, costs would be cut and productivity would be improved, and hopefully, according to Matthews (1999), the enrollment would grow.

> Unfortunately, colleges face a dilemma in planning for ODL because they are torn between wanting to serve students online and the need to continue to support their traditional student services (Collis et al., 1993). Yet, it is important for administrators to consider the student who will never come to campus, and to provide the essential student services for that student. Inglis et al. (1999) stated, delivering courses online at a distance calls for a reorganization of the ways in which support services are provided. This is important to ensure that the highest standard of support is provided for the resources available as well as to avoid the possibility of costs escalating. Dennis Bancroft, Director of Oscail, the National Distance Education Centre in Dublin, Ireland, when interviewed by Savrock (2001), identified student support as one of three critical areas (the others being curriculum and technology) needed to maintain a successful ODL program.

The Accrediting Commission for Community and Junior Colleges (ACCJC) provides the following distance learning guidelines for students and student services:

- Students receive clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty and student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and the cost and payment policies.
- Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning and assess their progress.
- Advertising, recruiting, and admissions materials clearly and accurately represent the courses and programs, and services available.

Student Readiness

Students who are not prepared for the online environment can have a negative impact on other students and the instructor in the online classroom (Fink, 2002). Not all instructors will be able to tell students why a file is not downloading or how to a access

a multitude of learning resources, making student access to orientation and support even more critical. Lynch (2001) concluded that student orientation to online courses and student socialization with other online students greatly affected their success in the course. As indicated within the literature, students with support systems such as online tutoring, online counseling, and online study groups are more likely to succeed in their ODL classes (Mason & Weller, 2000). Bennett et al. (1999) studied about the social isolation of students and came to the same conclusion. A study on technical support for students showed that students who needed the most help did not ask for it (Ehrmann, 1999). Students need to have access to online tutorial modules and learning resources to help them develop their basic computer, Web, and other technology skills.

WASC distance learning standards for student readiness state that the academic and technical skills required to successfully complete such a program should be made clear to students, and since a distance learning environment requires certain skills and competencies to succeed, the institution should have the means to assess whether students have them. They also state proper training should be available for students to successfully use the technology involved in their course work, and accessibility to student support be available for students who are physically challenged and place bound.

Copyright, Intellectual Property, and Fair Use

> The issues of copyright, fair use, and work for hire are all being reconsidered in this era of online distance learning. As courses are being put online, thereby becoming marketable, institutions are beginning to claim their rights to the copyright. Full-time instructors have no legal authority to keep the classes they write unless they negotiate for that right. Lawyer Corynn McSherry, in an interview with Young (2001), claimed instructors need to be careful how they negotiate copyright issues, for the results may infringe upon their academic freedom. Instructors need to be educated about their rights under copyright law (Simpson, 2001).

The doctrine of fair use is also challenging to online instructors. In the past, instructors could copy and distribute articles, provided that the articles were less than 2,500 words or 10% of the original work. They could copy one illustration, chart, picture, or diagram per work, and no more than two works from one author. The copied material could only be used for one course and needed to show the original copyright notice from the work (Simpson, 2001). As more and more information goes online,

instructors and students may be under the misconception that this work is being distributed freely. In reality, if the site that is hosting the article or illustration has advertisements on it, then using that work can affect its marketability and therefore may be an infringement of copyright.

Until very recently, the interest about copyright was an even greater concern for faculty who used video or music clips in their online classes (Technology, Education and Copyright Harmonization (TEACH) Act, 2001). As explained earlier, copyright law allowed these clips to be used within a classroom. That meant that the same clip could not be transmitted online, even if for educational purposes without proper copyright notice attached. In March 2001, legislation was submitted to allow faculty members to use many of the same copyrighted works in online courses that they have long been permitted to use in traditional courses. In the case of dramatic and musical works, this legislation requires safeguards such as passwords to ensure that only eligible students view the copyrighted material. This legislation is the Technology, Education and Copyright Harmonization (TEACH) Act (2001), which was passed by the U. S. Senate in June 2001, and by a committee of the House of Representatives in October 2001.

Educational institutions need to protect their interests while maintaining academic freedom for their instructors. Therefore, establishing a copyright/intellectual rights policy is necessary to deal with issues before a problem occurs (Gasaway, 2002). WASC standards state, “The preparation of distance learning instructional materials differs from the preparation of materials for the traditional classroom setting, raising questions about ownership, copyright, and fair use.” Therefore, faculty and administrative personnel will need to develop policies that do not undermine faculty rights or the learning and teaching process and that address issues of copyright, ownership, and faculty compensation (WASC).

Distance Learning Policies

Distance learning at the University of Hawaii provides access to opportunities for quality higher education to students in the state and beyond who are unable to attend the UH campus offering their program of choice. Policies E5.204 have been promulgated

to guide strategic planning, program and policy implementation, and procedures for Distance Learning throughout the University of Hawaii System. A UH System Action Plan establishes the context of the UH System distance learning planning and implements an ambitious agenda, identifying actions and the general area of responsibility.

ACCJC policy specifies that all learning opportunities provided by our accredited institutions have same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means. The intent of the policy is to provide a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs electronically is expected to meet the requirements of accreditation in each of its courses and programs and at each site. The following principles are stated from the ACCJC Distance Learning Manual:

- Development, implementation, and evaluation of all courses and programs, including those offered electronically, must take place within the institution's total educational mission.
- Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered electronically.
- Institutions are expected to have clearly defined appropriate student learning outcomes in all courses and programs, including those delivered through electronic means.
- Institutions are expected to provide the resources and structure needed to accomplish these outcomes.
- Institutions are expected to demonstrate that their students achieve these outcomes through application of rigorous assessment.
- Institutions are expected to provide the ACCJC reasons to believe that these outcomes will continue to be accomplished.
- Institutions are expected to give the ACCJC advance notice, through the Substantive Change process, of intent to: initiate a new delivery mode, such as electronically-delivered courses; or 50% of a program through a mode of distance or electronic delivery.

In an online learning environment, academic quality and curriculum rigor should demonstrate appropriate rigor and breadth if degrees or certificates are awarded and should be able to move easily from the DL curriculum to other curricula of the College. It is recommended that at the college or campus level, issues such as faculty workload,

class size, time allowed for course development, and compensation needs appropriate for the context of distance learning be aligned to the educational policies of the institution and clearly stated.

Change in Organizational Structure for Institutional Effectiveness

The College community needs to understand the connection between the distance learning program and the institution's mission and share the reasons for the program development. The College should demonstrate commitment to financial and technical support that allows a program to continue for a period of time sufficient for students to complete educational objectives. Those involved with the administration of the program should provide an appropriate infrastructure and possess skills appropriate to such an endeavor – especially technological proficiency and the ability to communicate will all the constituencies.

Planning for the fiscal, technical, and human resources needed to deliver such a program must be thorough and continuous and provide evaluation on an on-ongoing basis. Evaluation should focus on the relevance, effectiveness, and efficiency of the institution's distance learning program, as well as on assessment of student learning, retention, and satisfaction. Evidence of institutional effectiveness will require that the institution develop distance learning outcome and assessment strategies. Such strategies should include:

- How distance learning compares to with traditional programs in the areas of transferability, observable and measurable student learning outcomes, eligibility for financial aid, student satisfaction, and other program goals.
- Review and approval process should be in place and used to ensure appropriate goals and objectives as well as the effectiveness of distance learning.

"American higher education is in the midst of a virtual revolution" (Kriger, 2001, p. 3). The structure of higher education in America has been relatively unchanged since the first university opened in the 1600s (Farrington & Yoshida, 2000). This structure has been based on the age of mass-production, limited information, and vast sources for

funding, and little technological change (Richart, 2002). As the ease of access to higher education allows institutions to come under greater scrutiny (Prestera & Moller, 2001), and as innovation and competition influence the learning environment (Farrington & Yoshida, 2000), society will have a more direct effect on higher education, and society's expectations of these institutions will increase (Carr-Chellman, 2000). Institutions of higher education need to be ready for major challenges and possible structural change (Bates, 1997; Kriger, 2001). Colleges may find that the goals, and therefore the structure of the organization, may be realigned when incorporating ODL into their plans (Hanna, 1998).

Marketplace demands will affect education in ways that they have not been affected in the past (). Higher education is entering a global economy with intense competition and commercialism (Bates, 1997). Higher education will depend more on partnerships, outside vendors and institutions.

Partnerships will be formed to make weaker institutions or departments stronger, combine resources, and save duplication of costs. Consortiums will be formed so that those colleges who provide similar services for students can pool their resources and expertise for the online student (Farrington & Yoshida, 2000; Hanna, 1998). Students will be able to put together their own individualized programs for what will be known as a virtual degree. That is, they will combine courses or programs from various institutions to make each student's degree program unique (Garrison, 1989).

Curriculum and instruction face changes, as well. The role of the instructor will be unbundled in the online environment (Young, 2002). Unbundling means that different people will do different parts of the work of a traditional instructor. Content specialists will decide what material needs to go online. An instructional designer will design the presentation of this material, and a technical specialist will work with the instructor to create the online course. Instructors will interface with the students who are taking the online course (Grunert, 1997). Instructors will spend an increased amount of time interacting with online students to challenge them individually (Farrington & Yoshida, 2000). Education will become a more individualized process (Darnell & Rosenthal, 2000).

Many student services can be served by outside vendors. For example, virtual bookstores already exist for many colleges. Technical specialists who put classes online do not have to be employees of the college. Short-term marketplace pressures may mean that the institutions will outsource more of their student services (Darnell and Rosenthal, 2000). This interface between internal and external resources will cause new administrative procedures and possibly new management structures to develop (Hanna, 1998). Administrators will need to run their institutions more as businesses (Green, 2001).

In order for ODL to be successful, it must be integrated into the organizational structure and vision of the college (Bates, 1997). The challenge to higher education is to design an organization that will continuously reform itself (Carr-Chellman, 2000). Traditional campuses may not go away (Hanna, 1998), but organizational change is likely to occur because of the changes and advances ODL brings to teaching, learning, and meeting student needs.

Colleges are finally beginning to realize that planning for a comprehensive ODL program is necessary if they want to provide the same type of educational opportunities to the ODL student that they provide to the traditional on-campus student. The problem is that planning is not happening often enough. So where should colleges begin? The following is a list of recommendations suggested for the College.

Recommendations

- Vision Statement

It is recommended that the College create a vision statement to align the goals of the ODL program with the mission statement of the College. As an example:

> The online distance learning vision of Kapi'olani Community College is to provide learning opportunities anywhere anytime for students who are unable to attend program offerings on campus. Distance learning programs, services and support is coordinated through a one-stop distance learning office to ensure quality distance delivered programs and student services. Online distance learning program goals are:
>
> - Increase access and success for students by offering programs unique to the College.
> - Assess the success of online distance learning programs through measured student enrollment, retention and completion rates.
> - Expand workforce initiatives to reach underserved populations and regions.
> - Offer 21st century career degree and certificate programs.
> - Meet Accrediting Commission for Community and Junior Colleges (ACCJC) distance learning guidelines to ensure that all learning opportunities provided by the College have the same quality, accountability, and focus on student learning outcomes as those offered by more traditional means.

This vision supports the KCC Mission Statement by:

- Preparing students to meet rigorous employment and career standards by offering 21st century career programs.
- Building partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.

The KCC ODL vision statement and goals also supports the 2nd Decade project.

- **Distance Learning Curriculum and Programs**

The following programs are recommended for the initial start up of the online program:

- 21st century workforce development pathway certificate programs with supporting liberal arts courses:
  - Teacher Preparation - Educational Assistants
  - Hotel, Travel and Tourism
  - Long Term Care or other Health programs

  Other program offerings:

  - Exercise & Sports Science
  - Culinary Arts
  - Continuing Education courses and certificates
  - Programs and courses for international collaborations and agreements

- **Evaluation and Assessment**

Evaluation should focus on the relevance, effectiveness, and efficiency of the institution's distance learning program, as well as on assessment of student learning, retention, and satisfaction. The institution should also demonstrate preparedness to deal with such problems as computer viruses, hackers, and computer crime etc. Distance learning evaluation instruments should be the same as traditional evaluations for student and peer evals. Online peer to peer evaluations should be with instructors who teach using the similar distance delivery mode. Work with the Institutional Research office to track online success, retention, and persistence rates. Work with Information Technology Services (ITS) policies and procedures to plan and prepare for problems related to the IT network such as security (hackers, etc…) and computer viruses.

- Student Services

The following student services need to be accessible to online students: system application, registration, transcripts, bookstore, library services and resources, financial aid, billing and payment, student clubs, tutoring, advising, counseling, catalog of dl courses, career advising, scheduling, testing sites, student grievance, student government procedures, and international student services. Which of theses services need to be developed and implemented?

- Online Business transactions such as billing and payment.
- Student Advising – email, chat, instant messaging. CELTT is currently working with liberal arts counselors to assess the shift to online counseling services.
- A more robust system needs to be in place to serve all students enrolled in College. An Individual Learning Plan/Profile (ILP) is recommended to support pathway students. The ILP will provide intentional student services and learning resource support (educational planning, advising, etc) for students.
- Tutoring – online tutoring modules with interaction with Holomua faculty or online service vendors and resource websites.
- Career Advising – use of available UHCC career advising resources (Kokua) and other career resource websites and tools.
- Training for College counselor, advisors, and other support staff needs to be provided for the use of the technology and online learning tools.

- **Student training and support**

Students with limited computer skills who are taking an ODL class for the first time may not know what they are getting into; therefore, an ODL orientation and technical support are essential.

- Provide online orientation for students on basic computer and web-based skills tied to College orientation and not be course specific. CELTT to help with the design and delivery of learning resources. Library staff would deliver services.

- Faculty Development

The following faculty development and training areas need to be provided for faculty who teach online:

- Re-design and develop courses, using learning-centered principles.
- Training on the use of course development software (WebCT, other).

- Use of online teaching/learning pedagogy (student- faculty interaction, peer-peer interaction).
- Familiarity with Copyright, Intellectual Property, and Fair Use Guidelines and Polices.
- Online Accessibility for students.
- Assessment methods for students (alternative assessment, etc…).
- Online Course and Program Evaluations.
- Online Best Practices for DL and Online Learning.
- Testing sites and other remote site coordination and support.
- Building a learning community.
- Evaluation of program offering (student retention, persistence and completion rates).

-Recommend CELTT to coordinate faculty development activities with the support of additional positions (see Biennium Budget requests).
-Recommend an Online Distance Learning Professional Development program for faculty to complete and receive certification before they teach online.
-Recommend CELTT staff to receive professional development opportunities to remain current with existing and future technologies and best practices.
-Recommend bringing in online learning experts to the College for professional development opportunities for faculty and staff.

- Distance Learning Policies

Review existing UH DL Policies pertaining to copyright and intellectual property. Recommend an assessment of workload issues and compensation, online class size, and other related policy areas for faculty teaching at the College as well as meet AACCJ Distance learning guidelines and principles.

- College Community

As instruction shifts from a model of individual use of technology to an integration of instruction and student services through technology, it is recommended that a one-stop Distance Learning Office be established to centralize the distance learning coordination and work with deans, departments, and support services at the college and system level to carry out the following:

- Develop a vision and strategic plan for the Distance Education Program in conjunction with faculty, chairs, administration, and student service and support units.
- Work with departments to plan distance learning course development and programs.
- Coordinate the development and implementation of all credit and continuing education courses, including future partnerships with DOE, local, national, international collaborations.

- Collaborate with the College Advancement Office to develop a comprehensive college-wide marketing plan for distance education.
- Facilitate communication between deans, information technology, media services, academic and student services, admissions, registrar, support services, continuing education and institutional research for distance education services.
- Work with information technology units to ensure necessary technical infrastructure for learning resources and distance course offerings.
- Serve as a college liaison for system-wide distance learning groups.
- Chair college distance education committee.
- Work with CELTT to identify training activities for distance education faculty to enhance pedagogical and technological skills.
- Coordinate course evaluation and student-learning assessment.
- Coordinate student services support with advisement, library, business, bookstore and all other student support services for distance education services.
- Develop a tactical plan and budget for distance education.
- Coordinate distance learning services and support to provide a cohesive and systematic approach for distance learning program offerings.
- Coordinate and communicate distance learning policies to the College community.

Conclusion

Online distance learning programs and the technology and staff supporting them can undoubtedly be a costly venture for an institution. A lack in appropriate planning will only cause problems, both budgetary and otherwise, to occur as an ODL program is being implemented. The time it takes to appropriately plan for all areas of ODL will aid the institution in using its limited resources effectively, efficiently, and wisely.

We are now in the information age where many aspects of our environment, especially in education, are moving online. Planning helps a college to grow and change in an organized, meaningful process (Rogers, 2001). Colleges that want to have an effective ODL program need to consider all aspects of providing an education, which are much more than simply putting classes online.

All successful organizations in the 21st century will be web-based. Education, from kindergarten through college, will certainly be decidedly web-based by around 2020. Education is currently in the process of becoming web-based. A case can be made that in the Information Age, education is leading rather than following the business

sector in becoming web-based. But clearly education will be modeled after the primary work sector in the 21st century, just as in previous economic ages where education was modeled after the primary work sector (Draves & Coartes, 2004, p. 249). Schools are deteriorating in effectiveness, and will continue to decline until they are restructured around requirements of the Information Age (Draves & Coartes, 2004, p. 250). These requirements include: 1) work done online, 2) information delivered online, 3) learning takes place in more than one location, 3) learning is 24X7, and 4) individual choice expands (time is spent in responding to individual learning needs).

References

Allen, I.E. & Seaman, J. 2005. Growing by Degrees: Online Education in the United States, 2005. The Sloan Consortium (Sloan-C).

Anderson, S. K., & Middleton, V. (2002). You want me to do what? The cultural and psychological struggle of putting a course online. *The Technology Source*,

Aoki, K., & Pogroszewski, D. (1998). Virtual university reference model: A guide to delivering education and support services to the distance learner. *The Online Journal of Distance Learning Administration, 1*(3).

Armstrong, L. (2000). Distance learning: An academic leader's perspective on a disruptive product. *Change, 32*(6), 20-27.

Bates, A. W. (1997). *Restructuring the university for technological change.* Paper presented at The Carnegie Foundation for the Advancement of Teaching, London, England.

Bates, A. W. (2000). *Managing technological change: Strategies for college and university leaders*. San Francisco: Jossey-Bass.

Berge, Z. L. (1998). Barriers to online teaching in post-secondary institutions: Can policy changes fix it? *The Online Journal of Distance Learning Administration, 1*(2).

Betts, K. S. (1998). Why do faculty participate in distance education? *The Technology Source*.

Bennett, S., Priest, A.-M., & Macpherson, C. (1999). Learning about online learning: An approach to staff development for university teachers [Electronic version]. *Australian Journal of Educational Technology, 15*(3), 201-221.

Brown, D. T., & Jackson, S. (2001). Creating a context for consensus. *Educause Review, 36*(4).

Bloomfield, S. D. (1993). Facilitating decisions under scarcity. In W. B. Simpson (Ed.), *Managing with scarce resources* (Vol. 79, pp. 59-72). San Francisco: Jossey-Bass.

Bothel, R. (2001). Bringing it all together. *The Online Journal of Distance Learning Administration, 4*(1).

Carr-Chellman, A. A. (2000). The new sciences and systemic change in education. *Educational Technology, 40*(1), 29-37.

Clay, M. (1999, July). Development of training and support programs for distance education instructors. *The Online Journal of Distance Learning Administration, 2*(3).

Collis, B., Veen, W., & De Vries, P. (1993). Preparing for an interconnected future: Policy options for telecommunications in education. *Educational Technology, 33*(1), 17-24.

Draves, W. A. (2000). *Teaching online*. River Falls, NJ: LERN Books.

Draves W.A. & Coates J. (2004). Nine Shift: Work, life, and education in the 21st century. River Falls, NJ: LERN Books

Darnell, D. R., & Rosenthal, D. M. (2000). Evolution of a virtual campus. *Community College Journal,* pp. 21-23.

Ehrmann, S. C. (1999). Asking the hard questions about technology use and education. *Change, 31*(2), 25-29.

Farrington, G. C., & Yoshida, R. K. (2000). Educational competition in the dot-com world. *Educause Review, 35*(6), 12-17.

Fink, M. L. (2002). Rethinking faculty support services. *Syllabus: New Directions in Education Technology, 15*(7), 27-29.

Frances, C., Pumerantz, R., & Caplan, J. (1999). Planning for instructional technology: What you thought you knew could lead you astray. *Change, 31*(4), 25-33.

Fryer, T. W., Jr., & Lovas, J. C. (1991). *Leadership in governance: Creating conditions for successful decision making in the community college*. San Francisco: Jossey-Bass.

Garrison, D. R. (1989). *Understanding distance education: A framework for the future*. New York: Routledge.

Gasaway, L. N. (2002). Drafting a faculty copyright ownership policy. *The Technology Source.*

George, G., & Camarata, M. R. (1996). Managing instructor cyberanxiety: The role of self-efficacy in decreasing resistance to change. *Educational Technology, 36*(4), 49-54.

Georges, J. (2001). The California virtual campus comes of age. *Journal of the Faculty Association of California Community Colleges*, p. 7.

Gillespie, F. (1998). Instructional design for the new technologies. In K. H. Gillespie (Ed.), *The impact of technology on faculty development, life, and work* (Vol. 76, pp. 39-52). San Francisco: Jossey-Bass.

Green, K. C. (2001). eCommerce comes slowly to the campus. *The Campus Computing Project*. Retrieved November 1, 2001

Grunert, J. A. (1997). *Educational technology: Increasing the pressure for change* (Vol. 22). Englewood, CO: Libraries Unlimited.

Hache, D. (2000, April). Strategic planning of distance education in the age of teleinformatics. *The Online Journal of Distance Learning Administration, 1*(2).

Hanna, D. E. (1998). Higher education in an era of digital competition: Emerging organizational models. *Journal of Asynchronous Learning Networks, 2*(1), 66-95.

Husmann, D. E., & Miller, M. T. (2001). Improving distance education: Perceptions of program administrators. *The Online Journal of Distance Learning Administration, 4*(1).

Inglis, A., Ling, P., & Joosten, V. (1999). *Delivering digitally: Managing the transition to the knowledge media*. London: Kogan.

Johnstone, S. M. (2002). Really serving students at a distance. *Syllabus: New Directions in Education Technology, 15*(9), 17.

Kemp, J. E. (2000). Instructional design for distance education. *Education at a Distance, 14*(10).

Kriger, T. J. (2001). A virtual revolution: Trends in the expansion of distance education. *Education at a Distance, 15*(11).

Lick, D. W. (2001). Leading change: Creating the future for educational technology. *Syllabus: New Directions in Education Technology, 15*(5), 22-24.

Lockard, L. A. (2001). Collaborative technology planning. *Technical Horizons in Education*.

Lynch, M. M. (2001). Effective student preparation for online learning. *The Technology Source.*

Mason, R., & Weller, M. (2000). Factors affecting students' satisfaction on a web course. *Australian Journal of Educational Technology, 16*(2), 173-200.

Matthews, D. (1999). The origins of distance education and its use in the United States. *The Journal: Technological Horizons in Education, 27*(2), 54-67.

McLendon, E., & Cronk, P. (1999. January). Rethinking academic management practices: A case of meeting new challenges in online delivery. *The Online Journal of Distance Learning Administration, 2*(1).

McNaught, C. (2002). Quality assurance for online courses: Implementing policy at RMIT. *The Technology Source.*

Miller, M. D. (1998, April). Redesigning the learning environment for distance education: An integrative model of technologically supported learning environments. *The Online Journal of Distance Learning Administration, 1*(1).

Milliron, M. D., & Miles, C. L. (2000). Seven signs on the road ahead for community colleges. In M. D. Milliron & C. L. Miles (Eds.), *Taking a big picture look @ technology, learning, and the community college*. New York: League for Innovation in the Community College.

Moore, M. G., & Kearsley, G. (1996). *Distance education: A systems view*. Belmont, CA: Wadsworth.

Noble, D. F. (2002). Technology and the commodification of higher education. *Monthly Review, 53*(10).

Prestera, G. E., & Moller, L. A. (2001). Organizational alignment supporting distance education in post-secondary institutions. *The Online Journal of Distance Learning Administration, 4*(4).

Richart, V. M. (2002). *Considerations for the transformation of community colleges*. Bothell, WA: Cascadia Community College.

Rogers, D. L. (2000). A paradigm shift: Technology integration for higher education in the new millennium. *Educational Technology Review,* 13, 19-27,33.

Rogers, P. L. (2001). Traditions to transformations: The forced evolution of higher education. *Educational Technology Review, 9*(1).

Robinson, E. T. (2000). Strategic planning for technological change: The human component. *Syllabus: New Directions in Education Technology, 14*(4).

Rockwell, K. (2000). Research and evaluation needs for distance education: A delphi study. *The Online Journal of Distance Learning Administration, 3*(3).

Savrock, J. T. (2001). Speaking personally with Dennis Bancroft. *The American Journal of Distance Education, 15*(3), 70-78.

Schifter, C. C. (2000). Faculty motivators and inhibitors for participation in distance education. *Educational Technology, 40*(2), 43-46.

Simpson, C. (2001). Copyright 101. *Educational Leadership, 59*(4), 36-38.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition.* Chicago: University of Chicago Press.

Weigel, V. (2000). E-learning and the tradeoff between richness and reach in higher education. *Change, 33*(5), 10-15.

White, K. W., & Weight, B. H. (2000). *The online teaching guide*. Boston: Allyn & Bacon.

Young, J. R. (2001). Law student warns that professors' quest for rights to lectures could backfire. *The Chronicle of Higher Education*.

Young, J. R. (2002). Three administrators debate how technology is changing the faculty's role. *The Chronicle of Higher Education*.

Distance Education Developments, 2007-2010

Center for Excellence in Learning, Teaching and Technology

This is a broad overview of the developments at Kapi'olani Community College in the area of support for distance learning.

M. Hattori

1/19/2011

Distance Education Developments, 2007-2010

Center for Excellence in Learning, Teaching and Technology

In 2007, Chancellor Leon Richards established the Online Distance Learning Steering Committee and put CELTT in charge of the group which was to achieve the following goals:

- determine the purpose 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 including timelines

The committee discussed the following issues:

- Factors determining offering online courses
- Overall goal for distance learning at KapCC
- 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

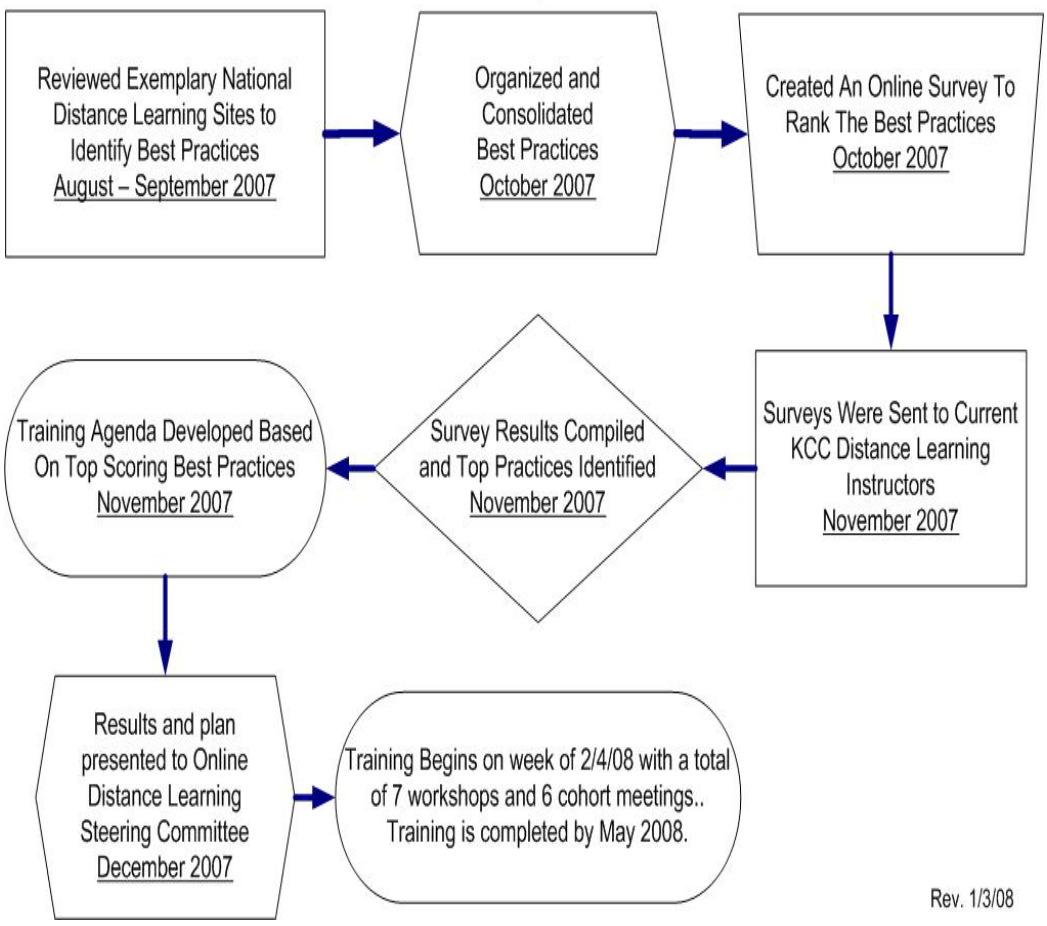
In 2009, the committee was moved under the scope of the Faculty Senate. It was renamed the Ad-Hoc Distance Learning Committee and membership was expanded to include more departments. See attachment for more information including committee membership lists, meeting notes, and website screen shots.

A major recommendation of the original committee was that resources be allocated to create a distance learning professional development certification program which would give faculty the knowledge, skills and support needed to deliver high quality online courses. CELTT collaborated with Title III Coordinator Kelli Goya and Vice Chancellor Pagotto to create a proposal for the project, "Promoting Learning with Technology." The proposal was submitted to the Chancellor in late 2007 and given an allocation of $100,000.00.

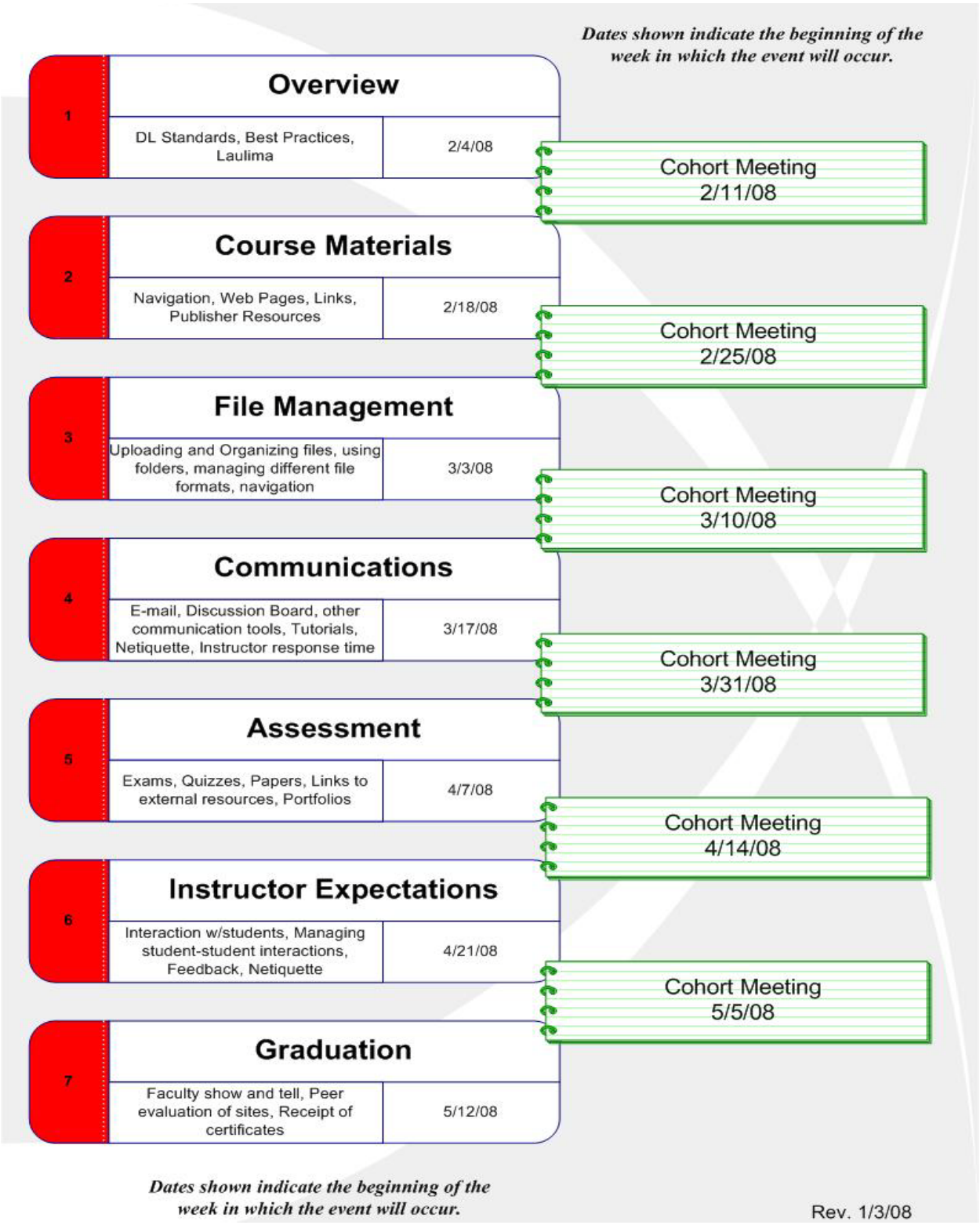
The goals of the program were:

- 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 Laulima course management system

Development was a collaborative effort that included the committee, Kerri Lum on assigned time from Business Education, and CELTT staff. The diagram below shows the project's timeline:



The 13-week program calendar is shown below:


Dates shown indicate the beginning of the week in which the event will occur.
1
Overview
DL Standards, Best Practices, Laulima
2/4/08
Cohort Meeting 2/11/08
2
Course Materials
Navigation, Web Pages, Links, Publisher Resources
2/18/08
Cohort Meeting 2/25/08
3
File Management
Uploading and Organizing files, using folders, managing different file formats, navigation
3/3/08
Cohort Meeting 3/10/08
4
Communications
E-mail, Discussion Board, other communication tools, Tutorials, Netiquette, Instructor response time
3/17/08
Cohort Meeting 3/31/08
5
Assessment
Exams, Quizzes, Papers, Links to external resources, Portfolios
4/7/08
Cohort Meeting 4/14/08
6
Instructor Expectations
Interaction w/students, Managing student-student interactions, Feedback, Netiquette
4/21/08
Cohort Meeting 5/5/08
7
Graduation
Faculty show and tell, Peer evaluation of sites, Receipt of certificates
5/12/08
Dates shown indicate the beginning of the week in which the event will occur.
Rev. 1/3/08

Sixty-three faculty from the units listed below participated.

- A&S – Humanities
- A&S - Counseling
- A&S -Languages, Linguistics, and Literature
- A&S - Mathematics/Science
- A&S - Social Sciences
- Business Education
- Business Education - Marketing
- Business Education - Accounting
- Business Education - IT
- Health - EMS
- Health - Health Sciences
- Health - Nursing
- Holomua (now Kahikoluamea)
- Honda International Center
- Hospitality - Culinary
- Hospitality - Hospitality and Tourism Education
- Legal
- Student Services

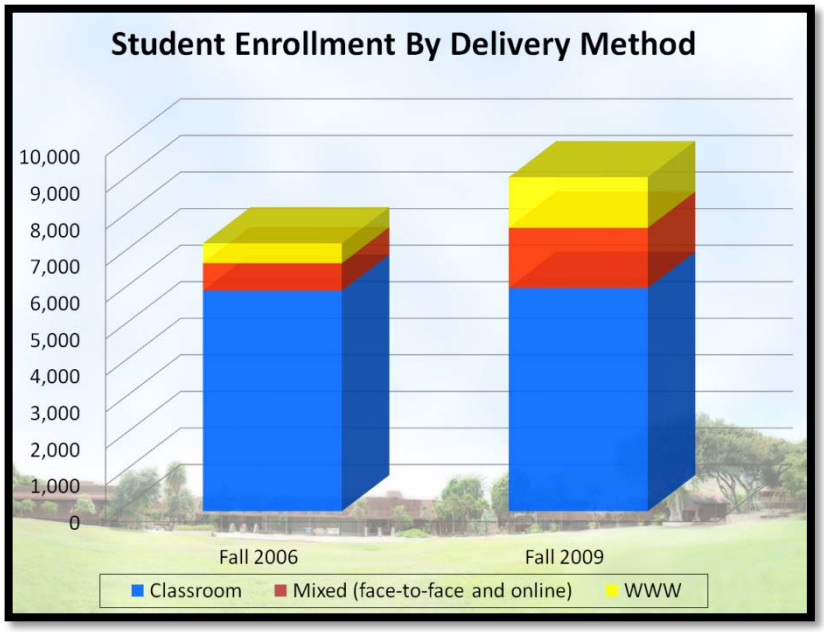
Benefits of the program include:

- Support in the form of stipends
- Technical support
    - creation of instructional materials
    - Laulima & other technologies
- Cohorts assigned one CELTT IT specialist and one/two highly-trained student assistants
- Foster faculty collaboration and coaching relationships
- End products
    - Well-designed course websites
    - Templates for courses
    - A cadre of faculty who can coach future distance learning faculty
    - Stronger relationships between CELTT staff and instructional faculty

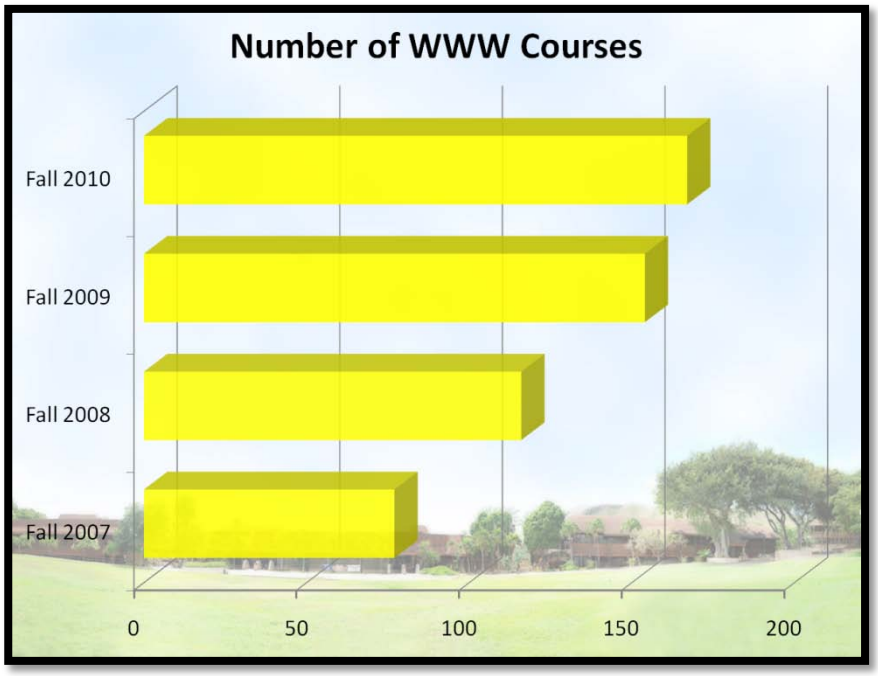
The success of this initial program led to subsequent programs offered by CELTT in the next two years. The second program was a hybrid training program with both face to face and online sessions. The current program is entirely online with face to face and online meetings with CELTT staff available to participants. The program has been continually enhanced over time as we add more information and activities related to community building, student engagement, standards of conduct, universal design for instruction, new Laulima tools, new Web 2.0 tools, and web page templates constructed by CELTT staff. Currently, I have the lead role in adding to the resource pool and guiding the certification program's content and delivery. Joy Shirokane, KapCC's Distance Learning Coordinator and her staff have responsibility for actual delivery of the program. Copies of material about all of these programs are attached.

Achieving Results in Distance Learning

The efforts of CELTT and KapCC faculty to make the Chancellor's ambitious vision for distance learning a reality are reaping results. KapCC has experienced tremendous growth in online course offerings and enrollment. The number of students who took a combination of online and face to face classes increased from 17.6% of total enrollment in fall 2006 to 33% in fall 2009. The number of students taking only online courses more than doubled, increasing from 7% to 15% of total student enrollment in 2009.



In Fall 2007, the college offered 77 online courses. This semester over 160 courses are delivered via the WorldWideWeb.



Distance Education Report

PPAC Meeting

September 2, 2008

KAPI'OLANI COMMUNITY COLLEGE

HONOLULU, HAWAI'I

Online Distance Learning Steering Committee

- In fall 2006, Kelli Goya submits to the PPAC the document, "**Online Distance Learning Recommendations for Kapi'olani Community College**"
- In spring 2007, the Chancellor creates the Online Distance Learning Steering Committee with these goals:
  - determine the purpose 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

Committee Membership

Last Name	First Name	Department
Ford	Shawn	LLL
Goya	Kelli	Title III
Hattori	Mary	CELTT
Hoshiko	Carol	ISO
Inatsuka	Melvin	CELTT
Kalinowski	Ed	EMS
Kellogg	Guy	LLL
Kirkpatrick	Judith	LLL
Moeng	Bob	Math Science
Nelson	Stephanie	LLR
Nullet	Dennis	Social Science
Pang	Trude	Community Relations
Roddy	Kevin	LLR
Shinagawa	Satoru	LLL
Shirokane	Joy	CELTT
Stone	Pohaku	Humanities
Jaworowski	Susan	Legal Education

Issues Addressed

1. Factors determining offering online courses
   - Finding appropriate instructors who are willing and eager to teach using distance learning technologies.
   - Determining which classes may or may not be suitable for distance learning.
2. Target Courses and overall goal
   - Identifying workable courses with willing faculty.
   - Determining an achievable number of sections offered online by a target date.

Issues Addressed

3. Faculty Support
   - Given or campus culture, what are the best methods of providing faculty support?
   - Which campus bodies can be tasked with providing this support?

Recommendations

1. Factors determining offering online courses
   - Finding appropriate instructors who are willing and eager to teach using distance learning technologies.
   - Determining which classes may or may not be suitable for distance learning.

Recommendations

2. Target Courses and overall goal
   - The following courses were suggested as targets for online delivery:

Physics	Art
Math	New Media Arts
Biology (Microbiology)	History
English/Literature	Medical (Allied Health)
Social Science	Pharmaceutical
Accounting	Nursing
ESOL	FISHE (Nutrition)
Language	Legal Education

   - Fifteen percent of total sections (about 300 sections) offered to be completely online by fall 2011.

Recommendations

3. Faculty Support
   - Mentorship of faculty by faculty already engaged in distance learning was recommended as the most effective method of achieving the goal.
   - CELTT and KITE may be the most appropriate bodies to coordinate this effort.

Recommendations

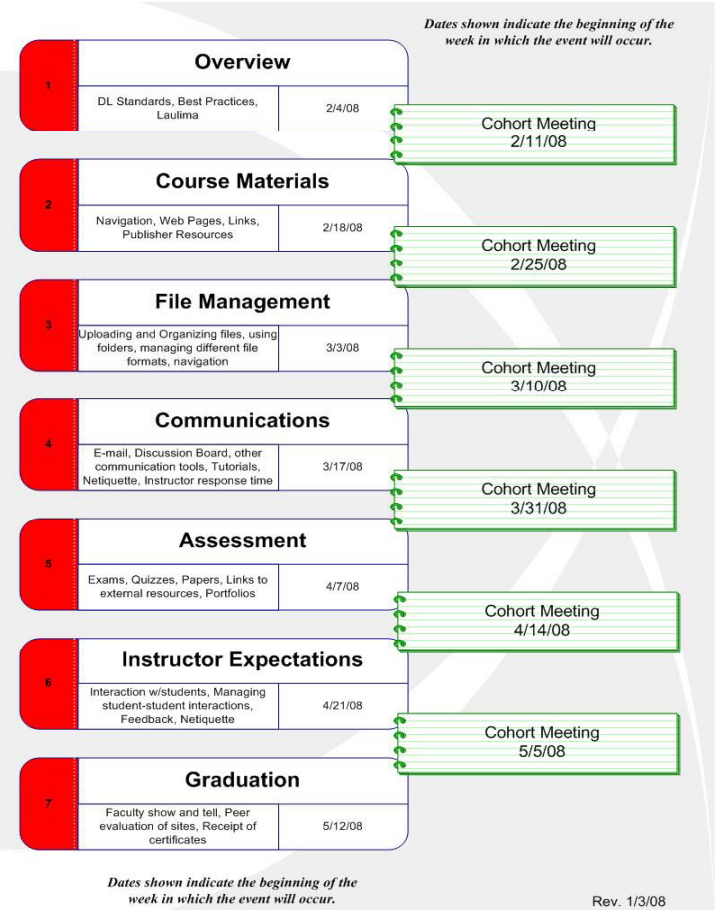
- Committee should turn its attention to:
  - Student Learning Resources and Student Services needs related to distance learning.
  - ☑ A methodology for providing faculty support to move courses to distance learning environments.
  - A closer look at the current offerings and analysis of target programs.

Faculty Support Program

- A comprehensive faculty support program was created with these goals:
  - 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 Laulima course management system
- Program was delivered in spring 2008.

The Program

- Workshops
  - 2 hours each
  - Bi-weekly schedule
  - Repeated five times to fit participants' schedules
- Cohort Meetings
  - Held bi-weekly, alternating with the workshops



KCC

SPRING 2008

DISTANCE LEARNING WITH LAULIMA (SAKAI)

WHAT YOU'LL LEARN

- WASC guidelines for distance education courses
- Exemplary course websites
- Best practices in distance learning
- Laulima course tools
- Online resources for instructional faculty
- Managing your course content
- Assessment strategies

CREATE EFFECTIVE LEARNING ENVIRONMENTS FOR YOUR STUDENTS THROUGH HANDS-ON WORKSHOPS

Each workshop is repeated five times so you have lots of opportunities to attend!

Topic	Date	Day	Time	Location
Overview: Distance Learning Standards and Best Practices, Exemplary Course Websites, and Laulima (profile, customize tabs, and edit site info).	4-Feb	Monday	2pm - 4pm	Naio 203
	5-Feb	Tuesday	10am-Noon	Naio 203
	5-Feb	Tuesday	1pm - 3pm	Naio 203
	8-Feb	Friday	8am - 10am	Naio 206
	8-Feb	Friday	3pm - 5pm	Naio 203
Topic	**Date**	**Day**	**Time**	**Location**
Course Materials: Organization of Course Material, Navigation, and Laulima (modules, resources, web content, presentation, link tool, and podcasts)	11-Feb	Monday	2pm - 4pm	Naio 203
	19-Feb	Tuesday	10am-Noon	Naio 203
	19-Feb	Tuesday	1pm - 3pm	Naio 203
	22-Feb	Friday	8am - 10am	Naio 206
	22-Feb	Friday	3pm - 5pm	Naio 203
Topic	**Date**	**Day**	**Time**	**Location**
File Management: Laulima WebDAV, Resource tool, File formats, Uploading files, and Drop box.	3 Mar	Monday	2pm - 4pm	Naio 203
	4-Mar	Tuesday	10am-Noon	Naio 203
	4-Mar	Tuesday	1pm - 3pm	Naio 203
	7-Mar	Friday	8am - 10am	Naio 206
	7-Mar	Friday	3pm - 5pm	Naio 203
Topic	**Date**	**Day**	**Time**	**Location**
Communication: Standards & Best Practices and Laulima (discussion tools,messages, blogger, chat room, announcements, polls, news, mail tools, wiki, and forums)	17-Mar	Monday	2pm - 4pm	Naio 203
	18-Mar	Tuesday	10am-Noon	Naio 203
	18-Mar	Tuesday	1pm - 3pm	Naio 203
	14-Mar	Friday	8am - 10am	Naio 206
	14-Mar	Friday	3pm - 5pm	Naio 203
Topic	**Date**	**Day**	**Time**	**Location**
Assessment: Standards & Best Practices and Laulima (evaluation system, assignments, grade book, polls, post 'Em, and tests & quizzes)	7-Apr	Monday	2pm - 4pm	Naio 203
	8-Apr	Tuesday	10am-Noon	Naio 203
	8-Apr	Tuesday	1pm - 3pm	Naio 203
	11-Apr	Friday	8am - 10am	Naio 206
	11-Apr	Friday	3pm - 5pm	Naio 203
Topic	**Date**	**Day**	**Time**	**Location**
Instructor Expectations: Managing interactions with and among students, Netiquette, Student Conduct Code and Disruptive Student Policy, and feedback.	21-Apr	Monday	2pm - 4pm	Naio 203
	22-Apr	Tuesday	10am-Noon	Naio 203
	22-Apr	Tuesday	1pm - 3pm	Naio 203
	25-Apr	Friday	8am - 10am	Naio 206
	25-Apr	Friday	3pm - 5pm	Naio 203

Distance Learning Certificate Program Cohort Meetings

Spring 2008

Participants must attend one cohort meeting on each of the topics below; cohort meetings begin on the week of Feb. 11, 2008.

Topic	Date	Day	Time	Location	
Overview: Distance Learning Standards and Best Practices, Exemplary Course Websites, and Laulima (profile, customize tabs, and edit site info).	25-Feb	Monday	2pm - 4pm	Naio 203	*Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.*
	12-Feb	Tuesday	10am-Noon	Naio 203	
	12-Feb	Tuesday	1pm - 3pm	Naio 203	
	15-Feb	Friday	8am - 10am	Naio 206	
	15-Feb	Friday	3pm - 5pm	Naio 203	
Topic	**Date**	**Day**	**Time**	**Location**	
Course Materials: Organization of Course Material, Navigation, and Laulima (modules, resources, web content, presentation, link tool, and podcasts)	10-Mar	Monday	2pm - 4pm	Naio 203	*Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.*
	26-Feb	Tuesday	10am-Noon	Naio 203	
	26-Feb	Tuesday	1pm - 3pm	Naio 203	
	29-Feb	Friday	8am - 10am	Naio 206	
	29-Feb	Friday	3pm - 5pm	Naio 203	
Topic	**Date**	**Day**	**Time**	**Location**	
File Management: Laulima WebDAV, Resource tool, File formats, Uploading files, and Drop box.	31-Mar	Monday	2pm - 4pm	Naio 203	*Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.*
	11-Mar	Tuesday	10am-Noon	Naio 203	
	11-Mar	Tuesday	1pm - 3pm	Naio 203	
	4-Apr	Friday	8am - 10am	Naio 206	
	4-Apr	Friday	3pm - 5pm	Naio 203	
Topic	**Date**	**Day**	**Time**	**Location**	
Communication: Standards & Best Practices and Laulima (discussion tools,messages, blogger, chat room, announcements, polls, news, mail tools, wiki, and forums)	14-Apr	Monday	2pm - 4pm	Naio 203	*Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.*
	1-Apr	Tuesday	10am-Noon	Naio 203	
	1-Apr	Tuesday	1pm - 3pm	Naio 203	
	18-Apr	Friday	8am - 10am	Naio 206	
	18-Apr	Friday	3pm - 5pm	Naio 203	
Topic	**Date**	**Day**	**Time**	**Location**	
Assessment: Standards & Best Practices and Laulima (evaluation system, assignments, grade book, polls, post 'Em, and tests & quizzes)	28-Apr	Monday	2pm - 4pm	Naio 203	*Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.*
	15-Apr	Tuesday	10am-Noon	Naio 203	
	15-Apr	Tuesday	1pm - 3pm	Naio 203	
	2-May	Friday	8am - 10am	Naio 206	
	2-May	Friday	3pm - 5pm	Naio 203	
Topic	**Date**	**Day**	**Time**	**Location**	
Instructor Expectations: Managing interactions with and among students, Netiquette, Student Conduct Code and Disruptive Student Policy, and feedback.	5-May	Monday	2pm - 4pm	Naio 203	*Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.*
	29-Apr	Tuesday	10am-Noon	Naio 203	
	29-Apr	Tuesday	1pm - 3pm	Naio 203	
	9-May	Friday	8am - 10am	Naio 206	
	9-May	Friday	3pm - 5pm	Naio 203	

Program Participants
64 admitted, 59 completed

Distance Learning Certificate Program Applications

Departments	# new to Distance Learning	# with DL experience
Humanities	6	3
Math/Science	1	3
Social Sciences	4	7
LLL	7	7
Business Ed	3	5
Health Sciences	1	5
Nursing	1	0
Holomua	1	2
HOST	4	0
Legal Ed	1	0
Student Services	1	0
Culinary	0	2
TOTALS	**30**	**34**

Of those who did not complete the program, one was moved to 'Olelo support and is offering a hybrid course in fall 2008 and cable/internet in spring 2009.

Other Developments

- Increased Distance Education Offerings
- Hybrid Courses to be Tracked
- Online Faculty Training Program Developed in Summer 2008 for Fall 2008 launch

Fall Distance Courses: Online

Online Courses		
Department	# Sections	Comment
ACC	6	
ANTH	1	
BIOL	7	
BLAW	1	
BUS	2	
CE	1	
ECON	3	
ED	2	1 cable
ENG	20	
ESS	1	cable
FAMR	3	
FR	1	
FSHE	3	
GEOG	6	
HIST	3	
HLTH	5	
HOST	1	

Online Courses		
Department	# Sections	Comment
HWST	13	
ICS	5	
JOUR	2	
JPNS	2	
LAW	2	
MATH	2	
MGT	1	
MKT	3	
MUS	2	
PHIL	2	
POLS	2	
PSY	3	
REL	2	
SOC	2	
SP	2	2 cable
ZOOL	6	
TOTAL ONLINE	117	

Fall Distance Courses: HITS and Off-Campus

HITS Courses		
Department	# Sections	Comment
IT	2	
ASL	1	
DEAF	1	
TOTAL HITS	4	

Off Campus Courses		
Department	# Sections	Comment
LAW	8	UHM
MEDA	7	Waianae
RAD	5	Maui
NURS	1	Waianae
EMT	3	Maui, mobile
TOTAL OFF-CAMPUS	24	

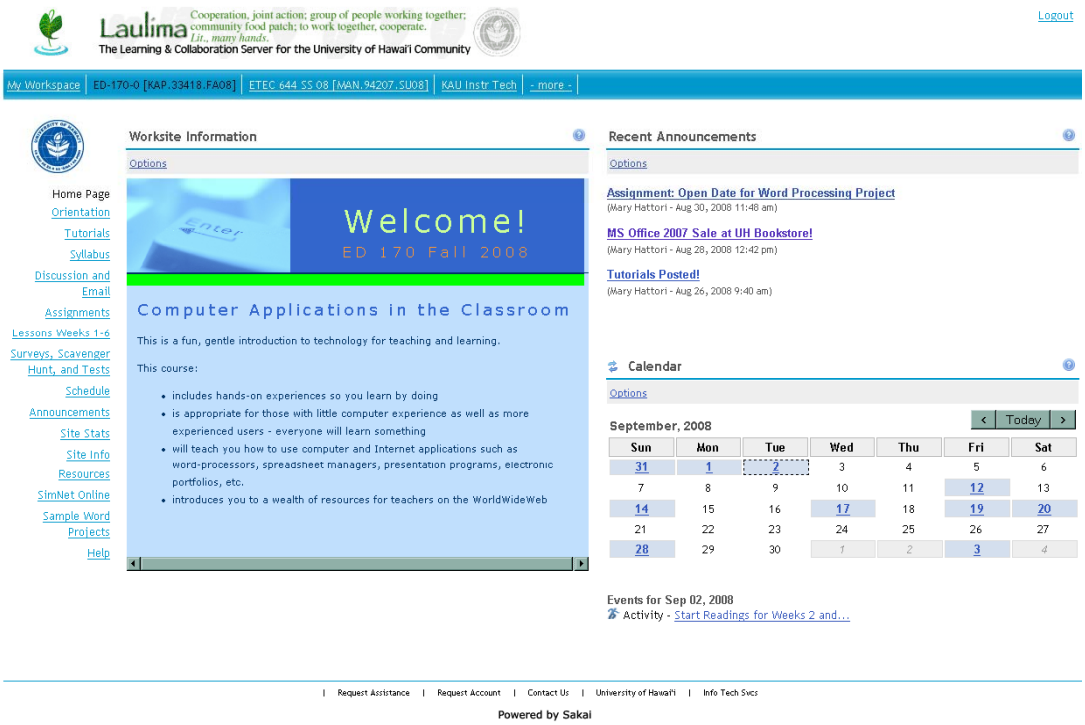
Grand Total DE	145
Grand Total DE and Hybrid	183

Fall Hybrid Courses

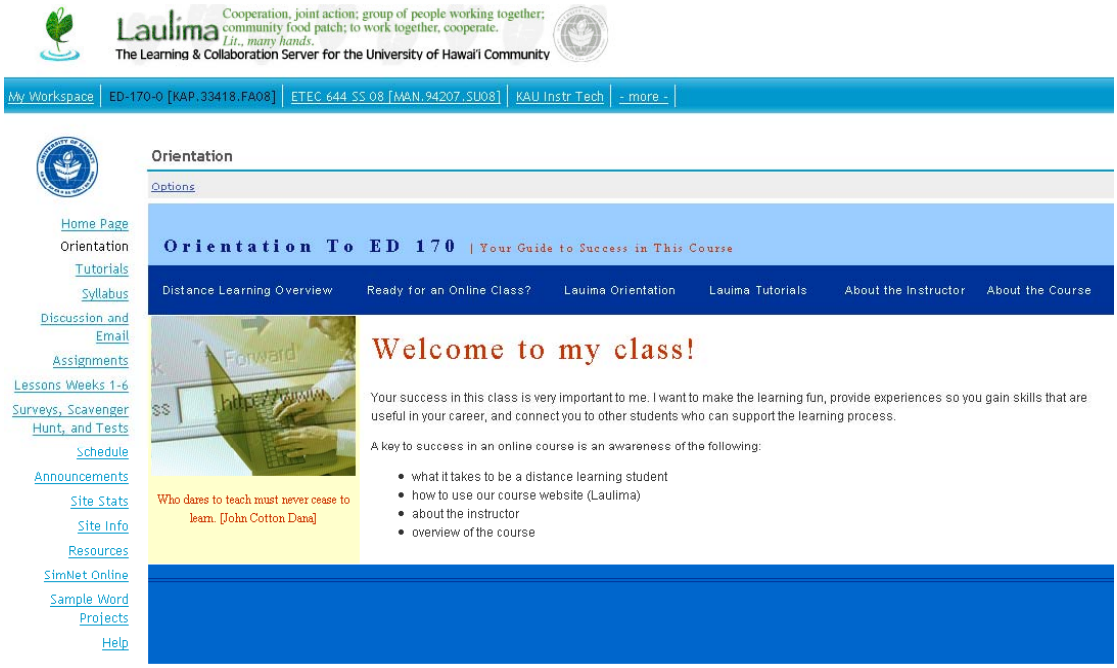
Hybrid Courses		
Department	# Sections	Comment
AMST	1	
BUS	3	
ENG	22	
ESOL	1	
HAW	2	
HWST	2	
JPNS	3	
MGT	1	
MUS	1	
PHYL	1	
SPAN	1	
TOTAL HYBRID	38	

Grand Total DE	145
Grand Total DE and Hybrid	183

Welcome Page Template



Orientation Template

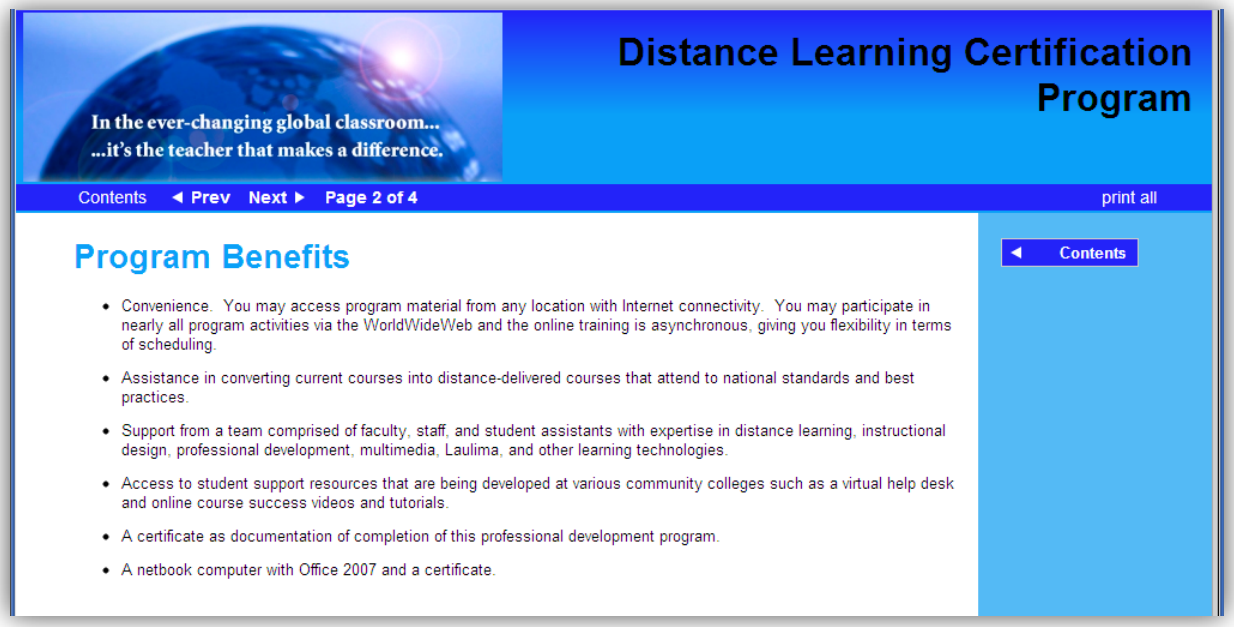


Syllabus Template

What's Next?

- Faculty Senate Involvement
- Address Additional Issues
  - Class size
  - Office hours
- Online Course to be launched in fall 2008

Summer 2010 Distance Learning Certification Program Information



Distance Learning Certification Program

◄ Contents

Admission Criteria

- course to be developed has not been delivered online by the applicant
- course meets goals of the department's tactical plan or is part of an academic program
- applicant is willing to share technical and pedagogical expertise with others in the future
- applicant and department chairperson agree that applicant is likely to teach distance learning courses in the 2010-2011 academic year
- admission of applicant does not create an imbalance in the range of disciplines already covered by campus distance learning initiatives
- applicant understands that the project will be reviewed in an effort to improve the program and consents to participate in this review process. This may include course review based on rubrics from similar professional development programs and surveys of student satisfaction with the learning environment and student services support.
- applicant will engage in program activities in summer 2010

Distance Learning Certification Program

◄ Contents

On this Page

Program Requirements
Mandatory Orientation
Program Outcome
Build an Online Course

Program Requirements

Mandatory Orientation

All participants must attend a face to face orientation session to become familiar with the technologies being used to deliver the program, i.e., Laulima and Elluminate, and to meet program support staff. Two sessions have been scheduled as follows:

- Tuesday, June 15, 11:00am to 12:30pm, Naio 203
- Friday, June 18, 1:00pm to 2:30pm, Naio 203

Participants who cannot attend one of these sessions must email the program coordinators to make alternate arrangements. Contact maryh@hawaii.edu or joy@hawaii.edu if you cannot attend one of the mandatory sessions.

Program Outcome

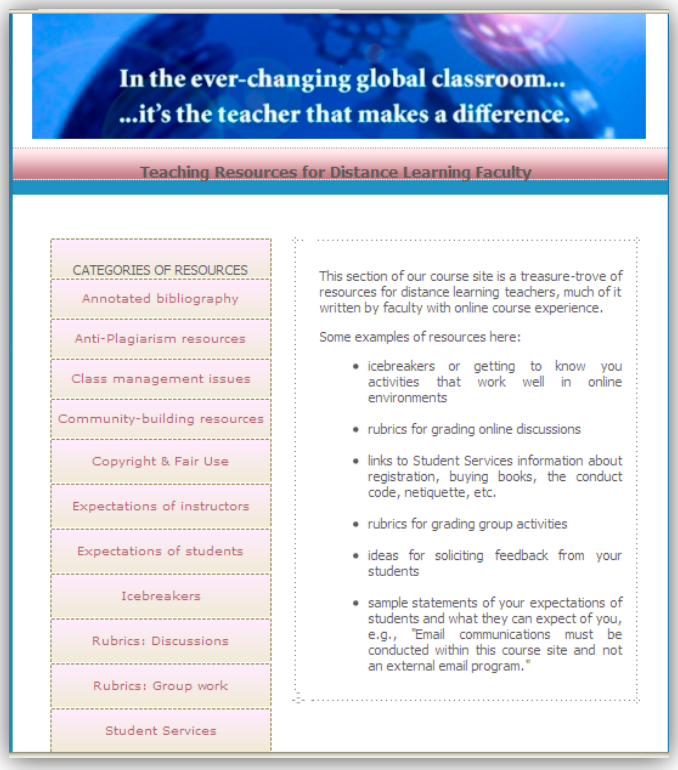
After completing the orientation, go to the Distance Learning for Faculty Laulima website's Assignment section and review the KCC Summer DE Program: Course Creation Project Assignment. Then proceed through the Modules in sequential order, using the modules as the basis for completing your assignment which is to build an online course website in Laulima, following best practices and ACCJC guidelines.

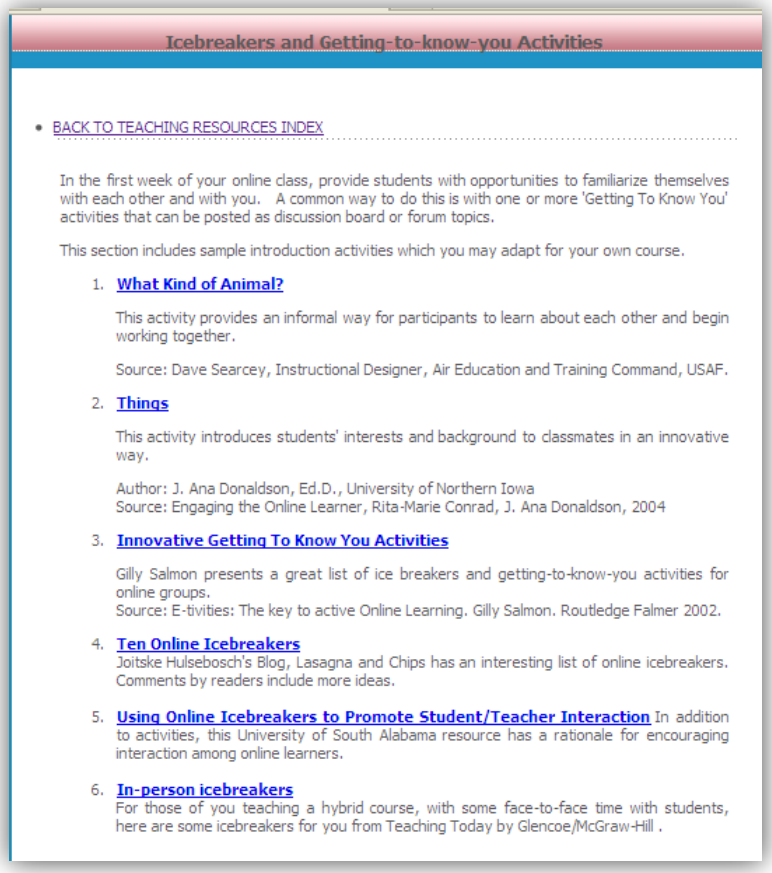
Build an Online Course

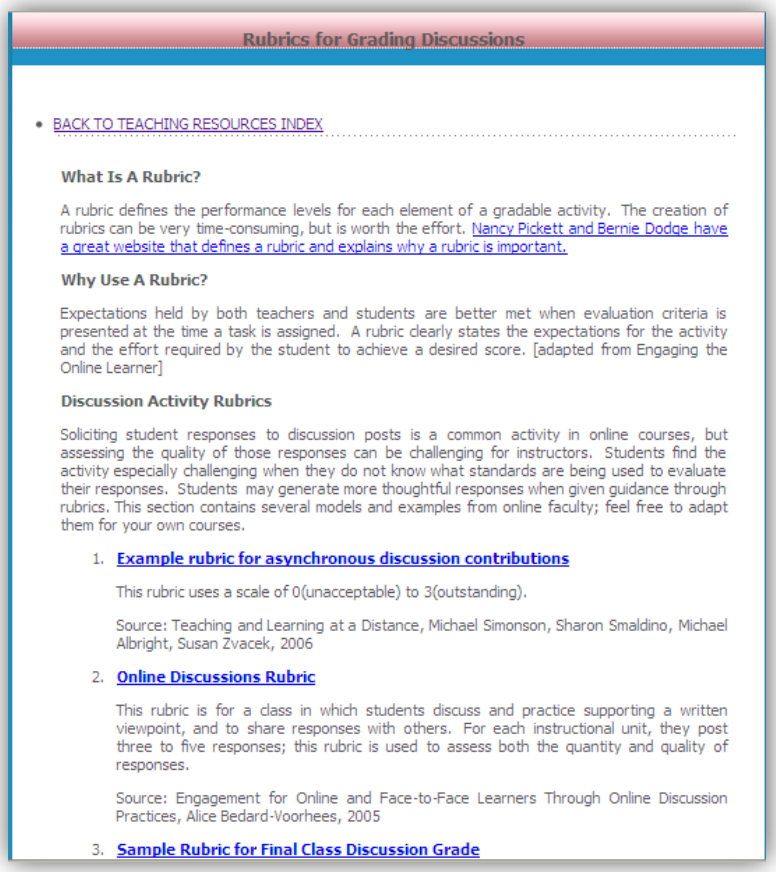
This task is the point of this Distance Learning for Faculty course. You are to create a site to be used in Fall 2010, Spring 2011, or Summer 2011. The content expectations for your course are:

- Syllabus, including the following sections:
  - Course Information
  - Academic & Course Calendars
  - Policies
  - Technology & Laulima *(see Syllabus Considerations Module for more specific information)*
- Student Orientation
- Demonstrate understanding of applicable ACCJC guidelines by implementing them in a course through content, delivery, activities, assessment, etc
- A course plan listing topics and activities for each week with references to the specific SLO addressed by the activities (Modules)
- Apply skills in the use of the tools related to Laulima course administration, organization, & maintenance
  - Add tools appropriate for achievement of student outcomes
  - Manage participants
  - Generate site stats reports
  - If appropriate, manage sections and groups
- Demonstrate Laulima skills by constructing a course site that includes tools in these categories:
  - Content delivery (at least 1 tool)
  - Communication (at least 1 tool)
  - Assessment (at least 1 tool)
- Demonstrate further Laulima skills by implementing learning activities in the tools chosen for the site. Develop at least one individual learning activity.
- Apply at least two universal design for learning principles in course content.
- Plan at least one activity that is interactive, collaborative, or foster connections among students (community building).
- Indicate how you plan to collect student feedback and use it to improve your course.

Resource Bank for Distance Education Faculty







Rubrics for Grading Discussions

- BACK TO TEACHING RESOURCES INDEX

What Is A Rubric?

A rubric defines the performance levels for each element of a gradable activity. The creation of rubrics can be very time-consuming, but is worth the effort. Nancy Pickett and Bernie Dodge have a great website that defines a rubric and explains why a rubric is important.

Why Use A Rubric?

Expectations held by both teachers and students are better met when evaluation criteria is presented at the time a task is assigned. A rubric clearly states the expectations for the activity and the effort required by the student to achieve a desired score. [adapted from Engaging the Online Learner]

Discussion Activity Rubrics

Soliciting student responses to discussion posts is a common activity in online courses, but assessing the quality of those responses can be challenging for instructors. Students find the activity especially challenging when they do not know what standards are being used to evaluate their responses. Students may generate more thoughtful responses when given guidance through rubrics. This section contains several models and examples from online faculty; feel free to adapt them for your own courses.

1. **Example rubric for asynchronous discussion contributions**

   This rubric uses a scale of 0(unacceptable) to 3(outstanding).

   Source: Teaching and Learning at a Distance, Michael Simonson, Sharon Smaldino, Michael Albright, Susan Zvacek, 2006

2. **Online Discussions Rubric**

   This rubric is for a class in which students discuss and practice supporting a written viewpoint, and to share responses with others. For each instructional unit, they post three to five responses; this rubric is used to assess both the quantity and quality of responses.

   Source: Engagement for Online and Face-to-Face Learners Through Online Discussion Practices, Alice Bedard-Voorhees, 2005

3. **Sample Rubric for Final Class Discussion Grade**

Kapiolani Community College
Peer Evaluation Form (Online Classes) -- Teaching Responsibilities

Name of Instructor _____ **Date** _____

Class _____ **Lecture CRN** _____ **Lab CRN** _____

Instructor Status: **Probationary** _____ **Lecturer** _____ **Temporary Appointee** _____ **Tenured** _____

Evaluator _____ **Evaluator Title & Discipline** _____ **Online Experience?** Y or N

Purpose

This form serves two purposes:

1. It provides the instructor with feedback and suggestions and affords an opportunity for discussion of instructional planning and performance.
2). It provides data for reviewing bodies in their assessment of the instructor for purposes of contract renewal, rehire, and tenure recommendations.

Instructions to Evaluator and Instructor

The guidelines below are suggested for evaluating instruction of online courses. The evaluator is welcome to use additional criteria as appropriate and the instructor is welcome to add additional comments.

1. Arrange for access to the instructor's online class, preferably after at least one third of the class has been completed.
2. It is recommended that the evaluator have experience teaching online classes (per Kap CC Best Practices document) and that any faculty member teaching online classes for the first time have their class evaluated.
3. In the column marked "Evaluator's Comments," provide a brief written evaluation of the completeness, effectiveness, and/or appropriateness of the area being evaluated.
4. Make suggestions for possible adjustments to content, design, or implementation where deemed appropriate.
5. If desired, the instructor may provide a brief narrative addressing any aspect of the course, which might include explaining format, procedures, or educational philosophy. If included, the narrative could also include a discussion of how student feedback is used to review course outcomes, strategy, and content.
6. Provide the instructor with a copy of the completed form and meet to discuss the evaluation. The instructor should have the opportunity to respond under the "Instructor Response" section. The instructor must sign the form.

Areas of Evaluation	Evaluator's Comments
A. Preparation and Organization (***suggested*** *areas of evaluation)* 1. **Course Syllabus** Objectives or expected outcomes are clearly stated. Includes instructor email address and other contact information, and any required campus visits or synchronous online meetings. 2. **Course Content** Logical organization & sequencing of course topics and appropriate-ness to planned outcomes and competencies. 3. **Learning Strategies & Resources** Appropriateness to course content and planned outcomes	
4. **Grading Procedures & Strategies** Clarity, appropriateness, and provision for keeping students informed of their progress. 5. **Student Support** Resources available for student support such as links to available orientation and counseling websites and instructions for accessing the instructor.	Instructor's Response

Areas of Evaluation	Evaluator's Comments
B. Online Classroom *(**suggested** areas of evaluation)* 1. Effective use of online tools and resources. 2. Appropriateness of class activities to the subject matter and course objectives. 3. Effectiveness of course activities and content delivery. 4. Course layout, organization, and ease of navigation. 5. Knowledge of subject matter. 6. Student interactions, participation, and involvement in the course as appropriate. 7. Instructor interaction with students.	Instructor's Response

Additional Comments	Instructor's Response
Suggestions for Improvement	

I hereby certify that I have read the preceding report and have had an opportunity to discuss it with the evaluator. *Instructor's signature does not necessarily mean complete agreement on the part of the instructor.*

Evaluator's Signature	Date	Instructor's Signature	Date

University of Hawai'i: Position Description Generator [Close Window]

Position: 0080694, ACADEMIC SUPPORT (from Peoplesoft)

PENDING APPROVAL

View Permanent Redescription Information

Position Information:

Band: B

Career Group: Academic Support Group

Campus: KA

College/Office: KAPIOLANI CC

Geographic Location: KCC

Department: DEANS OFFICE

Section: EDUC MEDIA CENTER

Unit: EDUC MEDIA CENTER

Bargaining Unit Code: 08

Employing Agency Code: 22833105

Supervisor: ASST PROF, CC, 11-MO, 0087603

Account Code: F220

Duties & Responsibilities
(NOTE: ** denotes Essential Functions)

- ** CELTT (The Center for Excellence in Learning, Teaching and Technology) is responsible for planning, developing and delivering high quality computing (contd)
- ** (contd) and media resources and services for student learning, administrative operationis, faculty and staff development, and the delivery of instructional services;
- ** Under the general supervision of the Unit Head of CELTT, coordinates and manages instructional support for the campus;
- ** Under general supervision, initiates changes to department policies and standard operating procedures to achieve the most efficient and economical service as related to primary areas of responsibility;
- ** Supervises the instructional support group who are responsible for support of distance learning, hybrid, and traditional instruction on campus and at satellite locations;
- Provides direct support to faculty in the development of technology-enhanced courses delivered face to face, hybrid, and via distance (offsite and online);
- Serves as the campus representative (internal and external) for distance learning and instructional support services such as but not limited to the Department of Education and other higher education institutions;
- Participates in strategic planning for implementation of distance learning, multimedia, and other instructional technologies at the course, program, and campus levels;
- Works closely with distance learning instructors to provide instructional and technology support to adapt course materials appropriate to the mode of delivery such as online, ITV, or cable, etc;
- Develops, conducts, and supports training activities for faculty, guiding the appropriate use of instructional technologies, e.g., multimedia, course management systems, electronic portfolios, social media tools, emerging technologies, etc.;
- Assists the department in providing training to campus clients to ensure compliance with policies related to higher education, e.g., E2.210, HEOA, DMCA, TEACH act, etc.
- ** Coordinates and facilitates intradepartmental activities as it relates to instructional support services; encourages effective working relationships across internal work groups;
- ** Collaborates with administrators, faculty and staff regarding instructional support needs; recommends and implements changes as necessary to the Unit Head;
- ** Coordinates instructional support with other non-instructional programs such as, but not limited to student services, student engagement, and student activities;
- Plans, writes, edits, or directs the preparation of documentation such as reports, printed or visual media to

supplement reports, statements of work, service level agreements and policies and procedures in area of expertise;
- ** Responsible for grants management activities related to distance learning to ensure achievement of grant goals;
- Collaborates on grant funded projects with other units across the campus and other university departments;
- ** Manages the section's responsibilities and compliance to protect intellectual property rights and confidential student information to comply with applicable laws, (contd),
- ** (contd) statutes, regulations, collective bargaining agreements and University and departmental policies and procedures;
- Evaluates new technolgies for application to teaching and learning at the college; maintains currency of knowledge in the field of educational technololgy by pursuing a course of on-going professional development as agreed upon with the Unit Head;
- Other Duties As Assigned

Judgment Exercised

- Judgments and decisions impact operations, functions, programs, management, or policies of the program or its organizational segments.
- Judgments are recognized as sound, accurate, and knowledgeable and are generally accepted and followed after general review.
- Efforts have impact on direction, accomplishment of goals, and schedules of projects.
- Work is expected to be technically thorough, creative, correct, and reliable, and result in the development of technically sound products, judgments, studies, recommendations, and documentation.
- Judgments and decisions impact the college or program or its organizational segments relating to operations, functions, programs, management, or policies of significant complexity and/or scope.
- Professional judgments and decisions are relied on to such an extent that recommendations are ordinarily followed and accepted by the University managers and sponsors with minimal technical review.

Originality

- Develops, defines, or applies new or improved techniques, methods, practices, or strategies.
- Recommends constructive ideas to increase the efficiency, effectiveness, and productivity within a specialty area.
- Develops, defines, and applies new and improved techniques, strategies, and original methods to the solution of important problems in the specialty area.
- Originates plans, techniques, and/or procedures to apply existing knowledge to ideas, analyses, projects, or tests and evaluations.
- Leads, assigns, organizes, plans, and/or coordinates specific tasks requiring thought and foresight to develop an appropriate product.
- Uses seasoned judgment and refers to past practices and University policy in order to develop conclusions and recommendations for resolving problems.
- Develops, defines, and applies new and improved techniques and original methods to the solution of important problems.

Controls Over Position

- The incumbent may recommend or establish policy and procedures applicable to an assignment.
- The incumbent works independently without close supervision and performs most assignments with instructions as to the general results expected.
- Guidance is given on unusual or complex problems and procedures as needed.
- The incumbent's supervisor is kept informed of general plans and progress of work.
- Supervisory approval is obtained on proposed work efforts, but the incumbent is allowed wide latitude for exercise of independent judgment.
- The incumbent's supervisor is kept informed of general plans and progress of work.

Supervision Exercised

- Coordinates, directs, reviews, and/or monitors the work of others in accomplishment of a specific task.
- Supervises and directs both administratively and technically a small organizational group.
- Reviews the work of others and/or provides training to others in area of expertise. Refers matters of policy to supervisor.
- May review the work product from specific task assignments of other professional, clerical, technical

personnel and/or student assistants.
- Estimates staffing needs, and schedules and assigns work to meet milestones.

Basic Minimum Qualifications:

Education and Professional Work Experience

- Possession of a baccalaureate degree in Education, Communications, Educational Technology, or related and 4 year(s) of progressively responsible professional experience with responsibilities for coordination of educational support services in the area of distance learning; or equivalent education/training or experience.

Knowledge, Skills and Abilities

- Considerable working knowledge of principles, practices and techniques in the provision of instructional technologies support in educational environments as demonstrated by the broad knowledge of the full range of pertinent standard and evolving concepts, principles and methodologies.
- Considerable working knowledge and understanding of applicable federal and state laws, rules, regulations and theories and systems associated with course delivery in higher education incuding distance learning delivery.
- Demonstrated ability to resolve wide ranging complex problems through the use of creative reasoning and logic to accurately determine the cause of the problems and the resolution of the problems in an effective, innovative and timely manner.
- Demonstrated ability to interpret and present information and ideas clearly and accurately in writing, verbally and by preparation of reports and other materials.
- Demonstrated ability to establish and maintain effective working relationships with internal and external organizations, groups, team leaders and members, and individuals.
- Demonstrated ability to operate a personal computer and apply word processing software.
- For supervisory work, demonstrated ability to lead subordinates, manage work priorities and projects, and manage employee relations.

Equivalencies

- Any equivalent combination of education and/or professional work experience which provides the required education, knowledge, skills and abilities as indicated.

Supplemental Minimum Qualifications

- Considerable working knowledge and understanding of applicable federal and state laws, rules, and regulations associated with distance learning, such as the Fair Use Act, the Higher Education Opportunity Act, and Americans with Disabilities Act.
- Experience managing grants including budgeting, recruiting and hiring personnel, and procurement.

Desirable Qualifications

- Familiarity with universal design for learning principles, including specific strategies and specific technology tools used to implement them.
- Ability to use social media tools and mobile applications.

This Orientation to Online Learning microsite was create in December 2010 and shared with faculty teaching online courses in January 2011. This is the description provided to faculty:

In collaboration with distance learning faculty and students who have taken online courses, CELTT has produced an **Orientation to Online Learning, Kapi'olani Community College**. A draft was used successfully in a handful of online courses and we are now ready to share this resource with all online faculty. We will seek input from the Faculty Senate's distance learning committee soon and will revise the pages prior to the next term.

WHAT IT IS:
The orientation consists of a set of web pages. These pages are intended to orient students to online learning at KapCC and the pages provide the following information:

- what it takes to be a distance learning student with interactive self-assessment
- how to use Laulima (links to UH ITS tutorials and FAQs)
- technical requirements for accessing course material and participating in online courses
- what instructors expect of distance learning students (netiquette, student conduct code, etc.)
- expectations regarding availability of online faculty

This is an attempt to provide students with consistent information, establish realistic expectations, and provide links to resources for technical assistance. Some information attends to items in the faculty peer evaluation form for online courses. In the coming months we hope to roll out more student-focused support services.

HOW TO USE THIS:
You can include the URL in your syllabus, email it to your students, or better yet, add it to your course website. The pages were designed to fit into a Laulima window, but can also be viewed well in a new window. You can add the URL as a WEB CONTENT tool in Laulima. A tutorial on how to use this tool is available at http://bit.ly/contentTool We recommend that after you add this to your site, you change the OPTIONS so that the FRAME HEIGHT is at least 1200 pixels. To do this, click on the word OPTIONS that appears above the Orientation home page and select 1200 pixels from the drop down list for frame height, then click on the UPDATE OPTIONS button.

WHERE TO FIND IT:
The URL is: http://faculty.kcc.hawaii.edu/orientation/

WHAT IF YOU DON'T USE LAULIMA?
Several online faculty use other websites to deliver instruction. For those courses, we've duplicated the orientation pages but left out the Laulima tutorials/links. The URL is http://faculty.kcc.hawaii.edu/orientation2

QUESTIONS?
If you have questions or need assistance, submit an online request form at https://skellig.kcc.hawaii.edu/orf/imd/campus/.

Screen shots of the pages in this module are supplied on the following pages.
Analytics on the site from January 3, 2011 to January 20, 2011 are also provided.

Orientation to Online Learning
Kapi'olani Community College

Welcome!

Your success with online classes is very important. A key to success in an online course is an awareness of the following:

- what it takes to be a distance learning student
- how to use the University of Hawai'i Course Management System which is called Laulima
- technical requirements for accessing course material and participating in online courses
- what instructors expect of distance learning students
- expectations regarding availability of online faculty

Read ALL of these pages to prepare yourself for this class. During the semester, refer to the Laulima tutorials and FAQs if you encounter problems or have questions about using this website.

Required Reading

- Orientation Home
- Distance Learning Overview
- Are you ready for an online class?
- Get ready to use our course website (UH Laulima Tutorials)
- Technical Requirements
- Expectations
- Instructor Availability

Orientation to Online Learning
Kapi'olani Community College

Distance Learning Overview

Distance learning provides access to education through a network of various technologies. You will interact with your instructor and fellow students at a distance without having to be physically present in the same location. Coursework will take place online and is accessible 24 hours a day 7 days a week either at home, at school, or wherever you have access to a computer.

Distance learning classes will give you more scheduling flexibility and convenience but online learning is very different from traditional classroom learning. Online learning requires you to be self-directed, self-motivated and self-disciplined to keep up with your course commitments.

Communication with your instructor is essential. Contact your instructor about any concerns or questions you may have prior to the start of instruction and at anytime throughout the course.

Adapted from: UH Community Colleges,Preparing for a Distance Learning Course, Retrieved from http://uhcc.hawaii.edu/distance/prepare.php and http://uhcc.hawaii.edu/distance/success.php

Required Reading

- Orientation Home
- Distance Learning Overview
- Are you ready for an online class?
- Get ready to use our course website (UH Laulima Tutorials)
- Technical Requirements
- Expectations
- Instructor Availability

Orientation to Online Learning
Kapi‘olani Community College

Are You Ready For An Online Class?

To help you decide if distance education is right for you, there are several questions you should ask yourself before enrolling in a distance learning course:

- Do I like learning on a computer or by television?
- Am I comfortable with using technology?
- Am I self-disciplined enough to follow lessons on my own?
- Will I be comfortable if I don't see the instructor in person?
- Do I have good study habits?

The DE Self-Assessment will help you answer the questions listed above. ALL students MUST complete this self-assessment.

Source: UH Community Colleges,Preparing for a Distance Learning Course, Retrieved from http://uhcc.hawaii.edu/distance/prepare.php

Required Reading

Get Ready to Use Laulima

The primary course website will be in the Laulima system, the learning and collaboration server for the University of Hawai`i community.

You MUST familiarize yourself with Laulima so that you can participate in course activities and access course material. Review the tutorials below as part of our orientation to the course.

- Student Orientation to Laulima
- Laulima Tutorials
- Student FAQs (Frequently Asked Questions)

Required Reading

- Orientation Home
- Distance Learning Overview
- Are you ready for an online class?
- Get ready to use our course website (UH Laulima Tutorials)
- Technical Requirements
- Expectations
- Instructor Availability

Required Software for Online Classes

Refer to your course syllabus for additional software requirements that are specific to that course.

INTERNET CONNECTION

You'll need a reliable, high speed broadband Internet connection for this class, e.g., DSL or cable. Wireless mobile internet service providers, e.g., ClearWire, AT&T Wireless, or Verizon Wireless, are NOT recommended for this course due to connectivity problems with Laulima.

If you choose to use a wireless mobile provider when taking this course, you may jeopardize your chances of completing online assignments and activities. Accommodations will NOT be made if you experience technical difficulties due to use of a wireless Internet service provider.

INTERNET BROWSER

You'll need a reliable, high speed Internet connection. The recommended browser for Laulima is **Mozilla Firefox**.

ACROBAT READER

Some course material will be in portable document format, better known as pdf. This free software will enable you to read pdf files. Go to the **Acrobat Reader website** then download and install the latest version of the program.

Expectations

I am pleased you are a member of this class and want you to succeed. Success is based in part on understanding and meeting the following expectations:

- As a student in this course, you are a part of a community of learners. One responsibility as a member of this community is to 'talk' to other members through our discussion board. You are an important part of my class and you have ideas, experiences, and knowledge that can enrich our online classroom. We need to 'hear' your voice and 'see' you in the classroom through comments, questions, and responses to the discussion topics.
- Practice good **netiquette.**
- Students are expected to follow the **University of Hawai`i Student Conduct Code**, which spells out professional behavior for students matriculating at the UH Community Colleges and 4-year institutions.
- Read and adhere to all of your instructor's grading and assignment policies.

If you need special accommodations

If you have a documented disability and have not voluntarily disclosed the nature of your disability and the support you need, you are invited to contact the Disability Support Services Office, 734-9552 (V/TTY), Ilima 103, for assistance.

eMail Policy

The electronic communications policy adopted in December 2005 establishes the University of Hawai'i Internet service as an official medium for communication among students, faculty, and staff. Every member of the system has a hawaii.edu address, and the associated username and password provide access to essential Web announcements and email.

You are hereby informed of the need to regularly log in to UH email and Web services for announcements and personal mail. Failing to do so will mean missing critical information from academic and program advisors, instructors, registration and business office staff, classmates, student organizations, and others.

Withdrawal and Change in Registration

Consult **KCC's Spring 2011 academic calendar** for deadlines to drop or change options in class registration.

Required Reading

Instructor Availability

Faculty at Kapi'olani Community College are a diverse and dynamic group of individuals with a broad range of responsibilities. Many lecturers are practicing professionals who work as lawyers, accountants, IT managers, business owners, etc., in addition to teaching courses.

The University of Hawai'i Community Colleges Faculty Classification Plan describes the nature of faculty work and expectations:

With regards to instructional faculty, they are primarily teachers. Where appropriate, they design measurable or observable learning outcomes and assess and provide evidence of student learning. Above all they work to improve student achievement and success. In addition to teaching, faculty must maintain currency and understanding in their fields, must continually search for the most effective means of teaching, and must contribute to the development of the curriculum and program improvement. In addition to these primary duties, faculty members are expected to participate in other essential areas such as professional and self-development, and to contribute to their college and community in other ways. These activities may include active participation in institutional assessment and planning, research or publication. These contributions can be made in a variety of ways that are necessary to the effective functioning of the institution, including service.

Please keep in mind that while faculty of online courses often make course material available virtually 24/7, they themselves are NOT personally available 24/7. They will be responsive to you according to their work schedules; consult your course syllabus or instructor for specific contact and availability information.

Office hours, location, and contact information should be specified in the course syllabus and vary for each instructor. If you have questions or concerns, contact the instructor directly and/or the department offering the course.

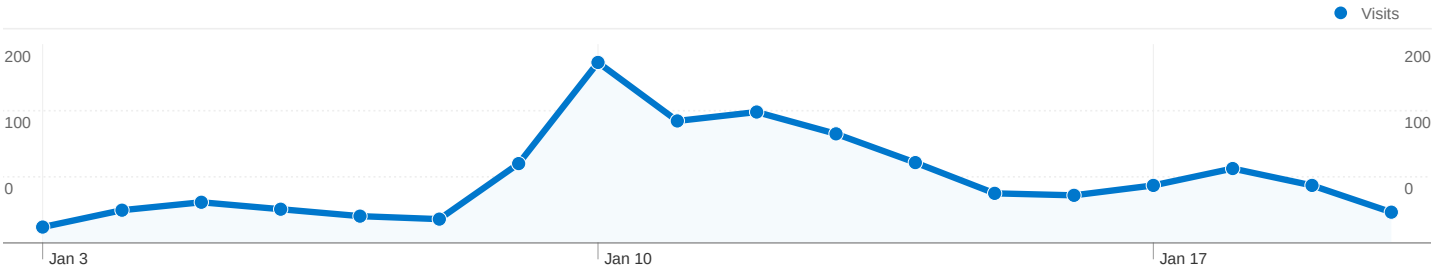
Required Reading

faculty.kcc.hawaii.edu/orientation/index.html

Dashboard

Jan 3, 2011 - Jan 20, 2011

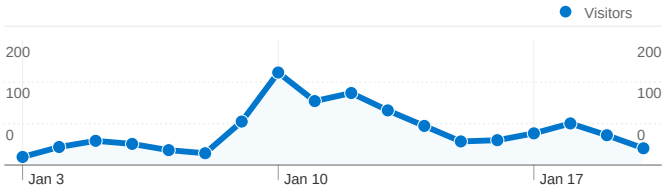
Comparing to: Site



Site Usage

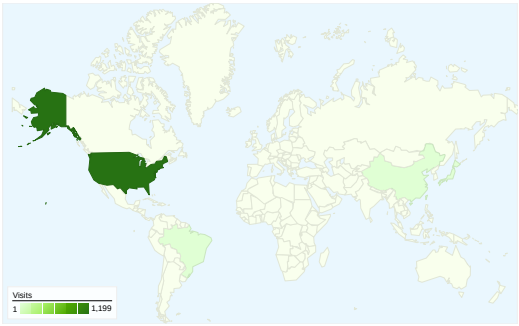
1,203 Visits	75.31% Bounce Rate
1,933 Pageviews	00:02:06 Avg. Time on Site
1.61 Pages/Visit	59.27% % New Visits

Visitors Overview

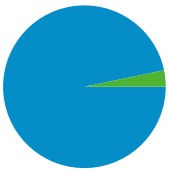


Visitors
729

Map Overlay



Traffic Sources Overview



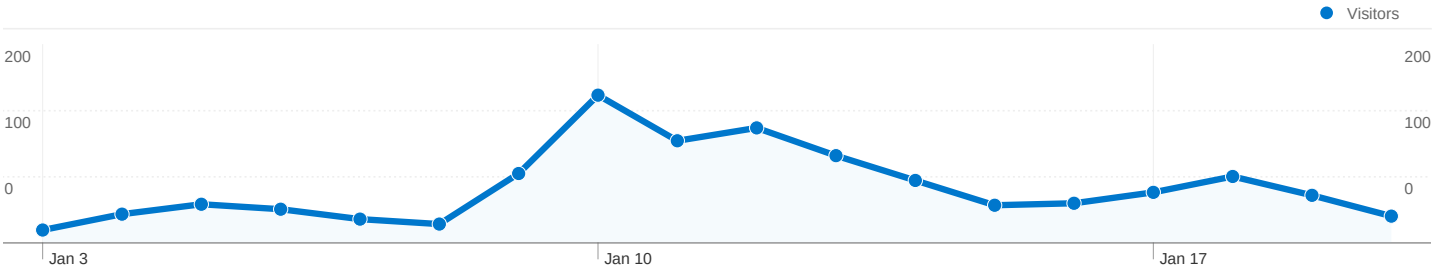
- **Direct Traffic**
  1,164.00 (96.76%)
- **Referring Sites**
  39.00 (3.24%)

Content Overview

Pages	Pageviews	% Pageviews
/orientation/	1,140	58.98%
/access/content/group/KAP.333	447	23.12%
/orientation/index.html	223	11.54%
/orientation2/	94	4.86%
/orientation2/index.html	15	0.78%

Visitors Overview

Jan 3, 2011 - Jan 20, 2011
Comparing to: Site



729 people visited this site

1,203 Visits

729 Absolute Unique Visitors

1,933 Pageviews

1.61 Average Pageviews

00:02:06 Time on Site

75.31% Bounce Rate

59.27% New Visits

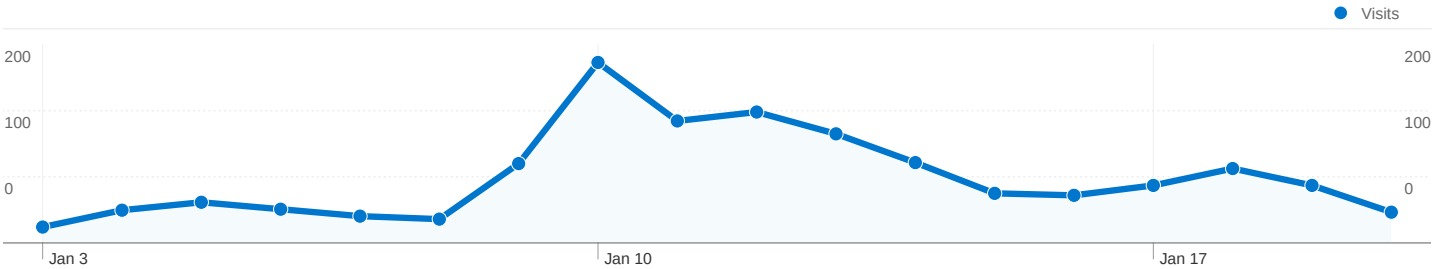
Technical Profile

Browser	Visits	% visits
Firefox	493	40.98%
Internet Explorer	414	34.41%
Safari	205	17.04%
Chrome	89	7.40%
Opera	2	0.17%

Connection Speed	Visits	% visits
Cable	692	57.52%
Unknown	261	21.70%
T1	217	18.04%
DSL	32	2.66%
OC3	1	0.08%

Traffic Sources Overview

Jan 3, 2011 - Jan 20, 2011
Comparing to: Site

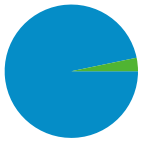


All traffic sources sent a total of 1,203 visits

96.76% Direct Traffic

3.24% Referring Sites

0.00% Search Engines



Direct Traffic
1,164.00 (96.76%)

Referring Sites
39.00 (3.24%)

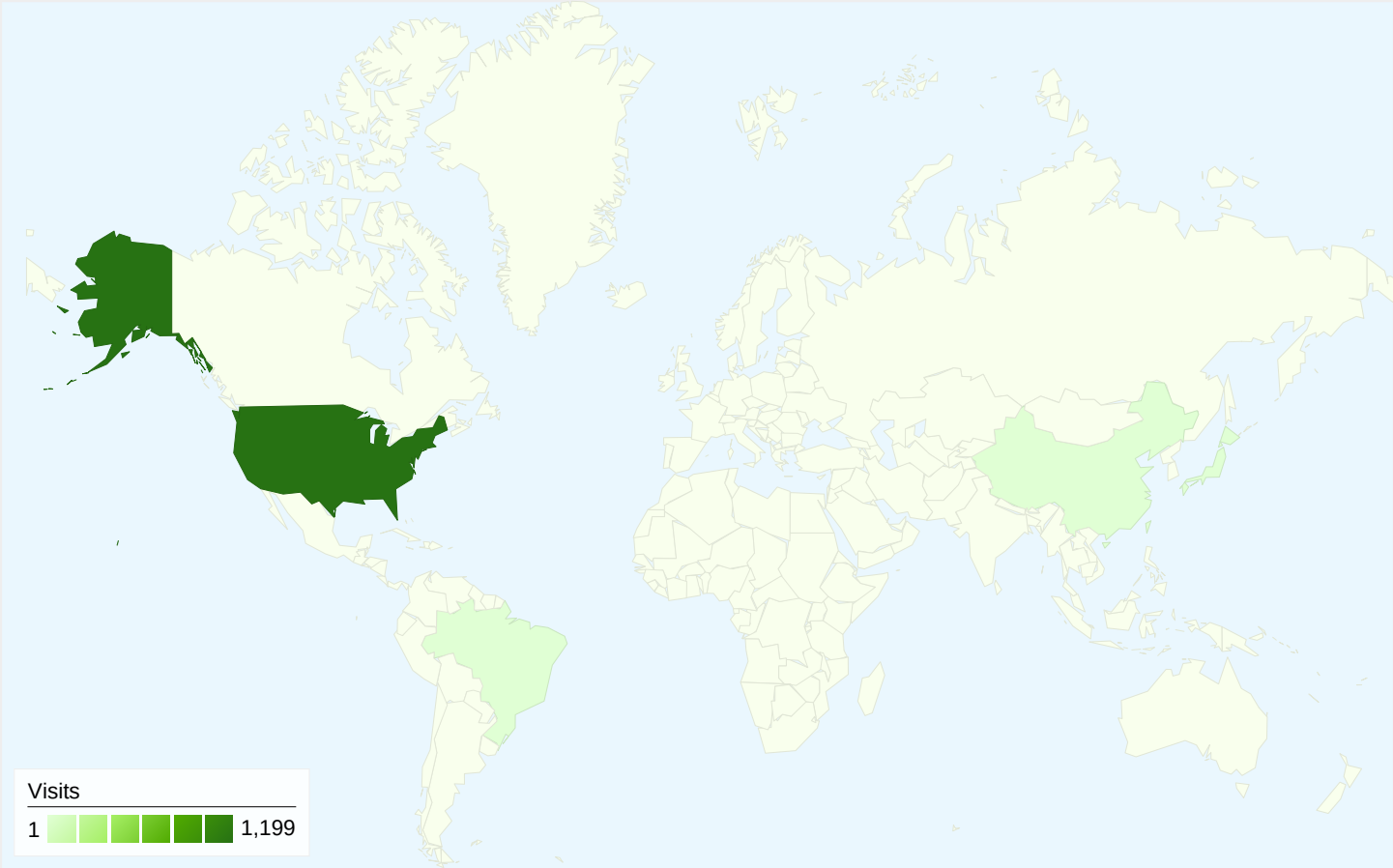
Top Traffic Sources

Sources	Visits	% visits
(direct) ((none))	1,164	96.76%
myuh.hawaii.edu (referral)	29	2.41%
mail.aol.com (referral)	3	0.25%
laulima.hawaii.edu (referral)	2	0.17%
bit.ly/forexmarket (referral)	1	0.08%

Keywords	Visits	% visits
There is no data for this view.		

Map Overlay

Jan 3, 2011 - Jan 20, 2011
Comparing to: Site



1,203 visits came from 5 countries/territories

Site Usage

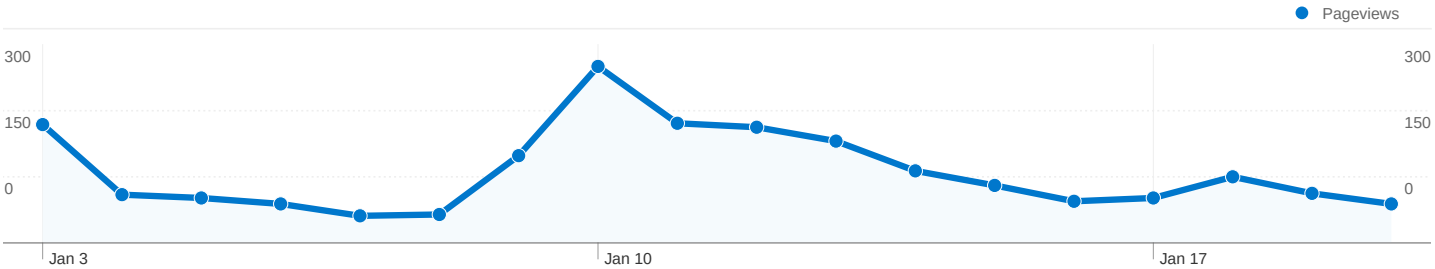
Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
1,203 % of Site Total: 100.00%	1.61 Site Avg: 1.61 (0.00%)	00:02:06 Site Avg: 00:02:06 (0.00%)	59.35% Site Avg: 59.27% (0.14%)	75.31% Site Avg: 75.31% (0.00%)

Country/Territory	Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
United States	1,199	1.61	00:02:07	59.30%	75.31%
China	1	1.00	00:00:00	100.00%	100.00%
Taiwan	1	1.00	00:00:00	100.00%	100.00%
Brazil	1	2.00	00:00:00	0.00%	0.00%
Japan	1	1.00	00:00:00	100.00%	100.00%

1 - 5 of 5

Content Overview

Jan 3, 2011 - Jan 20, 2011
Comparing to: Site



Pages on this site were viewed a total of 1,933 times

1,933 Pageviews

1,321 Unique Views

75.31% Bounce Rate

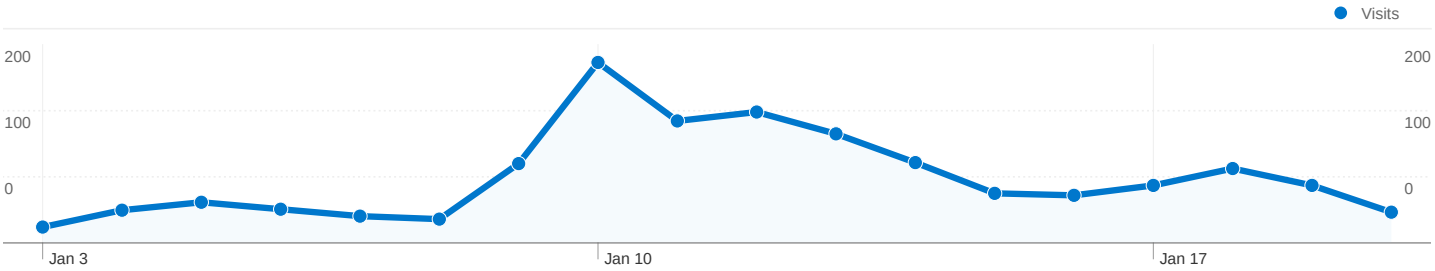
Top Content

Pages	Pageviews	% Pageviews
/orientation/	1,140	58.98%
/access/content/group/KAP.33362.201130/TheChangeAgency/int	447	23.12%
/orientation/index.html	223	11.54%
/orientation2/	94	4.86%
/orientation2/index.html	15	0.78%

faculty.kcc.hawaii.edu/orientation/index.html

Browsers and OS

Jan 3, 2011 - Jan 20, 2011
Comparing to: Site

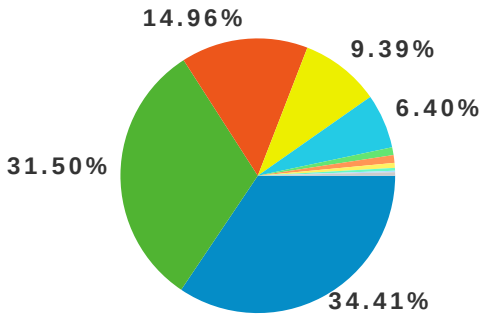


1,203 visits used 14 browser and OS combinations

Site Usage

Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
1,203	1.61	00:02:06	59.35%	75.31%
% of Site Total: 100.00%	Site Avg: 1.61 (0.00%)	Site Avg: 00:02:06 (0.00%)	Site Avg: 59.27% (0.14%)	Site Avg: 75.31% (0.00%)

Browser and OS	Visits	Visits	Visits
Internet Explorer / Windows	414	34.41%	
Firefox / Windows	379	31.50%	
Safari / Macintosh	180	14.96%	
Firefox / Macintosh	113	9.39%	
Chrome / Windows	77	6.40%	
Chrome / Macintosh	11	0.91%	
Safari / iPhone	11	0.91%	
Safari / iPad	7	0.58%	
Safari / Windows	4	0.33%	
Opera / Windows	2	0.17%	



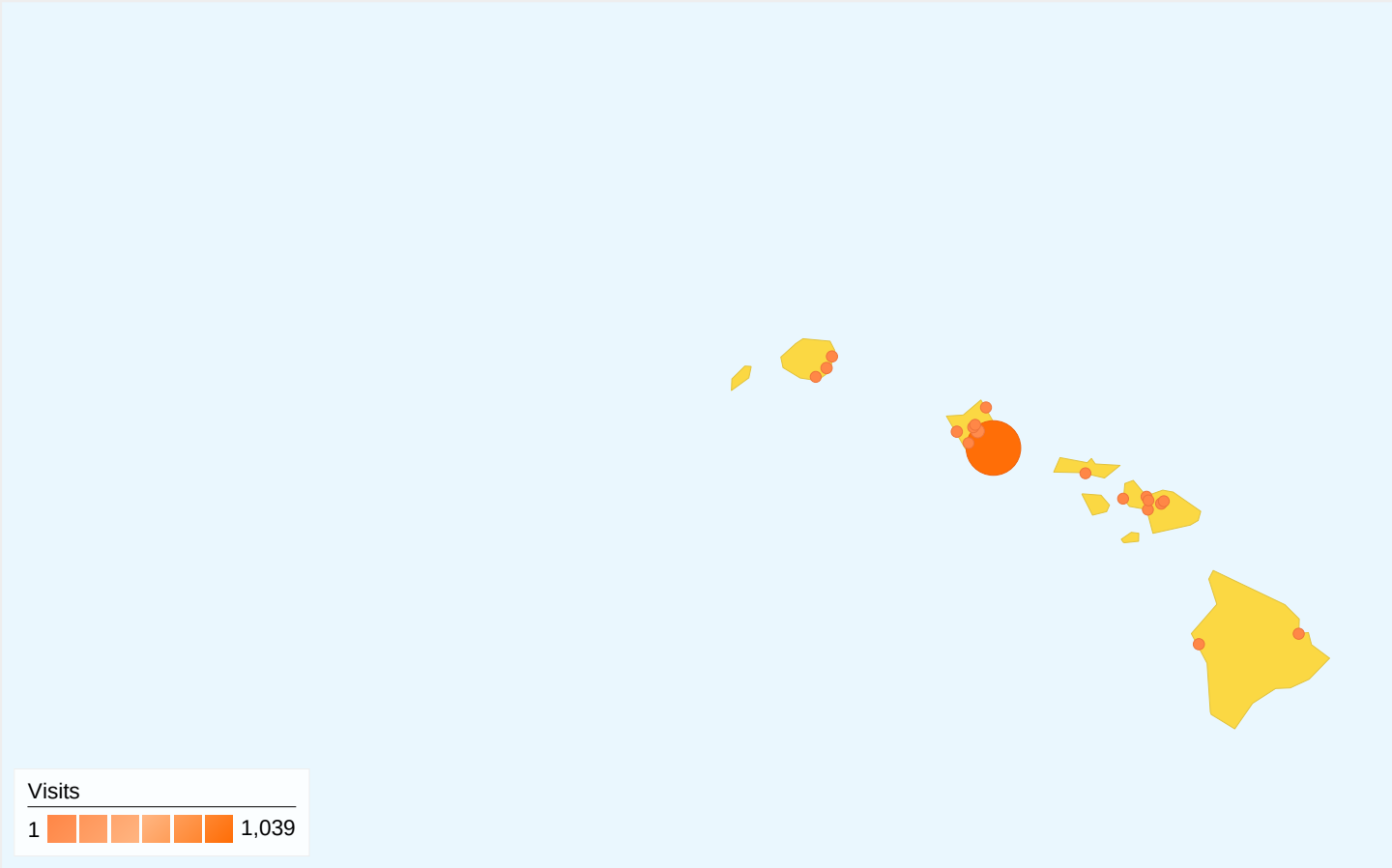
1 - 10 of 14

State Detail:

Hawaii

Jan 3, 2011 - Jan 20, 2011

Comparing to: Site



This state sent 1,170 visits via 19 cities

Site Usage

Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
1,170	1.62	00:02:09	58.63%	75.13%
% of Site Total: 97.26%	Site Avg: 1.61 (0.53%)	Site Avg: 00:02:06 (2.42%)	Site Avg: 59.27% (-1.07%)	Site Avg: 75.31% (-0.24%)

City	Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
Honolulu	1,039	1.64	00:02:15	57.56%	74.30%
Mililani	65	1.66	00:02:31	56.92%	75.38%
Lihue	11	1.45	00:01:20	90.91%	81.82%
Pukalani	10	1.60	00:00:03	60.00%	90.00%
Kapaa	8	1.12	00:00:02	50.00%	87.50%
Waianae	8	1.00	00:00:00	87.50%	100.00%
Kailua Kona	7	1.29	00:00:18	57.14%	71.43%
Hilo	4	1.00	00:00:00	100.00%	100.00%
Wheeler Army Airfield	3	1.33	00:01:19	66.67%	66.67%

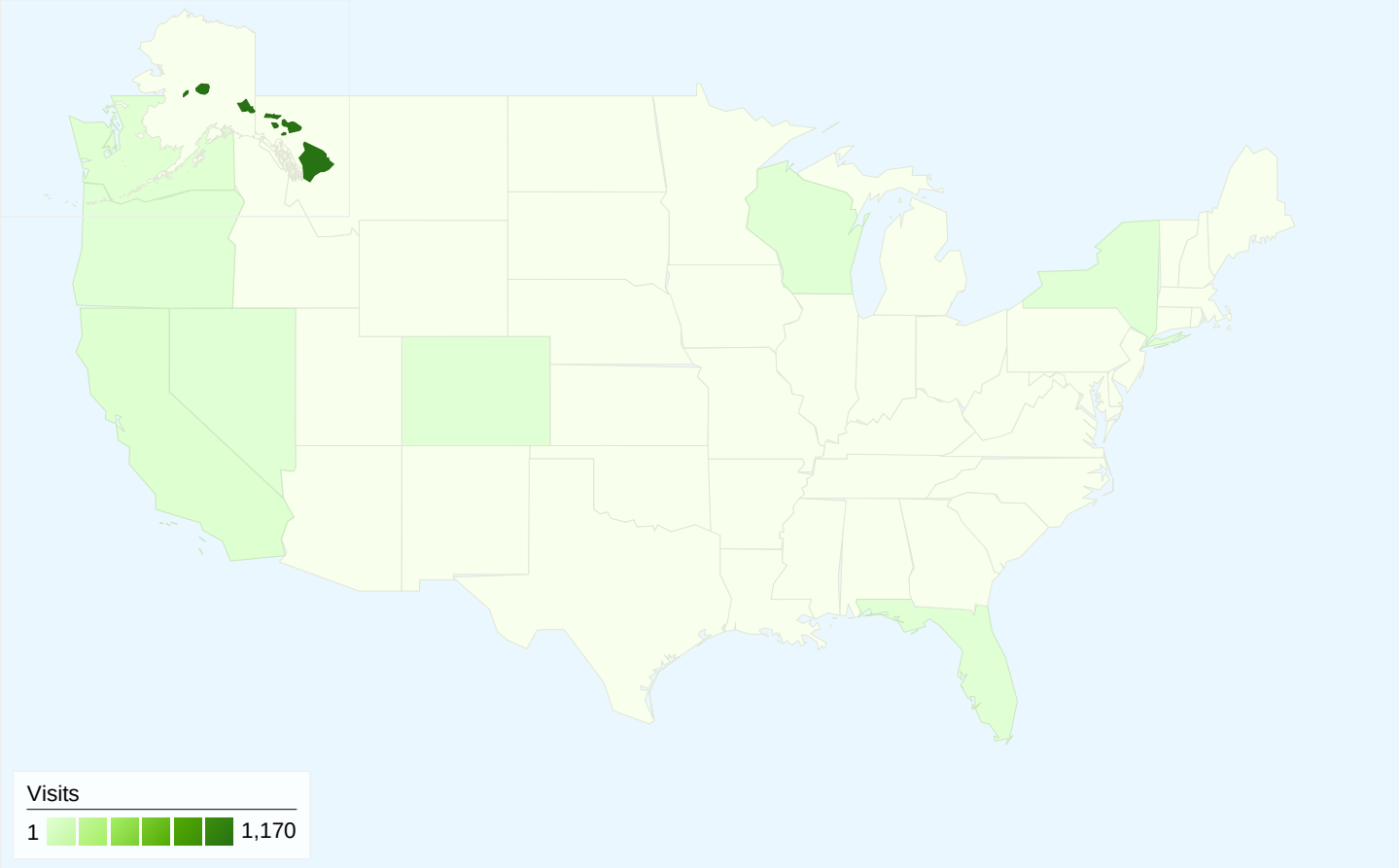
Kahului	**3**	1.00	00:00:00	100.00%	100.00%
					1 - 10 of 19

Country/Territory Detail:

United States

Jan 3, 2011 - Jan 20, 2011

Comparing to: Site



This country/territory sent 1,199 visits via 9 regions

Site Usage

Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
1,199	1.61	00:02:07	59.30%	75.31%
% of Site Total: 99.67%	Site Avg: 1.61 (0.07%)	Site Avg: 00:02:06 (0.33%)	Site Avg: 59.27% (0.05%)	Site Avg: 75.31% (> 0.00%)

Region	Visits	Pages/Visit	Avg. Time on Site	% New Visits	Bounce Rate
Hawaii	1,170	1.62	00:02:09	58.63%	75.13%
California	17	1.35	00:00:31	88.24%	82.35%
Washington	5	1.20	00:00:06	80.00%	80.00%
Wisconsin	2	1.00	00:00:00	100.00%	100.00%
Oregon	1	1.00	00:00:00	100.00%	100.00%
Colorado	1	1.00	00:00:00	100.00%	100.00%
Nevada	1	1.00	00:00:00	100.00%	100.00%
New York	1	1.00	00:00:00	0.00%	100.00%
Florida	1	3.00	00:00:48	100.00%	0.00%

UNIVERSITY of HAWAI'I® SYSTEM

FREE Online Tutoring for your Course is Available!

Have you ever wished there was someone to help you with your class assignments right there in your own home? Are you looking for someone who could work with you one-on-one at any time of the day or night? For students enrolled at the UH community colleges, that help is available! The UH system is pleased to provide you with access to online tutoring provided by SMARTHINKING. With SMARTHINKING, you have access to one-on-one tutoring up to 24 hours a day from ANY internet connection - at NO cost to you. SMARTHINKING provides real people to work with you in a wide range of subjects including writing, math (basic math through calculus II), accounting, statistics, finance, economics, biology, intro to human anatomy & physiology, physics, chemistry, and Spanish. You can also submit your writing from ANY class to SMARTHINKING's Online Writing Lab for a tutor to review. The tutor will provide you with detailed, personalized feedback about your essay, typically within 24 hours.

To connect with a tutor, follow these steps:

1. **Login** to the *MyUH Portal*: http://myuh.hawaii.edu.
2. **Click** the *MyTools* tab.
3. **Click** the *Connect Now* button in the *Smarthinking* channel.

Need help with your writing assignments?

If you need help in the early phases of your writing assignment (generating ideas, brainstorming, outlining, or just some help getting started), then choose **Writing (All Subjects)** under the **Connect with an e-structor now!** icon.

If you have a completed draft of your paper ready to submit for review, submit it to the **SMARTHINKING Essay Center** by selecting the **Essay Center** choice under **Submit your Writing**. A professional writing tutor will give you the help that you need to improve your paper and your overall writing skills.

Need help with Math, Science, or Business Courses?

Connect with a live tutor by choosing the subject area in which you need help under the **Connect with an e-structor now!** icon. Then use the whiteboard to start a chat session with a professional tutor and type your question. After you have typed your question or problem, click the **Enter Question** button. You may have to wait a few minutes to get connected but once you do, you'll have the tutor's full and undivided attention!

Report on Testing Center Preparations for Spring 2011 Finals and Results

Problem

From FY 2009 through FY 2011 we have seen an annual growth rate of tests of 17% per year.

During the Fall 2010 finals week we handled 1749 tests. Students suffered with wait times of 2 to 4 hours over 4 of the days in finals week. Sometimes it took students 45 minutes to register for a test, then they would have to wait for a testing seat.

The CTC saw a 26% increase in tests during Fall finals week from Fall 2009 to Fall 2010. If there is a similar increase in Fall 2011 we can anticipate about 2200 tests. However, this number may be conservative, based on anticipated student enrollment for Fall.

Analysis

The ITT workgroup, of which CTC is a part, reviewed testing data collected over several years and testing patterns during finals weeks. ITT examined CTC's workflows and space and technology capacity. We reviewed comments from our online student survey.

CTC discussed the fact that during finals week there are days of either very low usage of the testing seats and days when demand was well beyond capacity. Students typically prefer to wait until the last few days of the exam period before taking their tests. CTC learned that on days they had about 300 tests they started to see waiting times of 30 minutes.

With the increase in student enrollments and distance education offerings and recent reductions in testing space CTC can no longer effectively handle the demand. To make matters worse, CTC anticipates the demand to grow.

The ITT workgroup brainstormed solutions. The goals were to: distribute demand over the 7 days of the testing week, decrease make-up testing, increase testing seats, and improve the handling of test-taking transactions. We decided to implement as many improvements as possible to test them during Spring 2011 finals.

Results

Our efforts resulted in an increase in efficiency. In Fall 2010, CTC saw a 30 minute wait on the day that they administered about 300 tests. In Spring 2011 CTC saw a 30 minute wait on the day that they administered 341 tests. This means they handled more tests with less waiting time (see Chart 1 below). We also improved in the distribution of tests over the finals period. CTC handled 201 tests over the

weekend (in Fall we handled 20 tests over the weekend). In Spring 2011 CTC had a waiting line on only one day.

These results were because of a new staggered testing schedule, improvements in check-in procedures, banning make-up testing during finals week, a small PR campaign, and increasing space, IT, and personnel capacity (see section on Measures Taken for more details).

Another effect of our new staggered testing schedule and publicity campaign was a decrease in demand for testing. Kahikoluamea pulled approximately 229 paper tests for PCM 23, Math 24, 25, and 81. Many F2F instructors administered their tests in their classrooms.

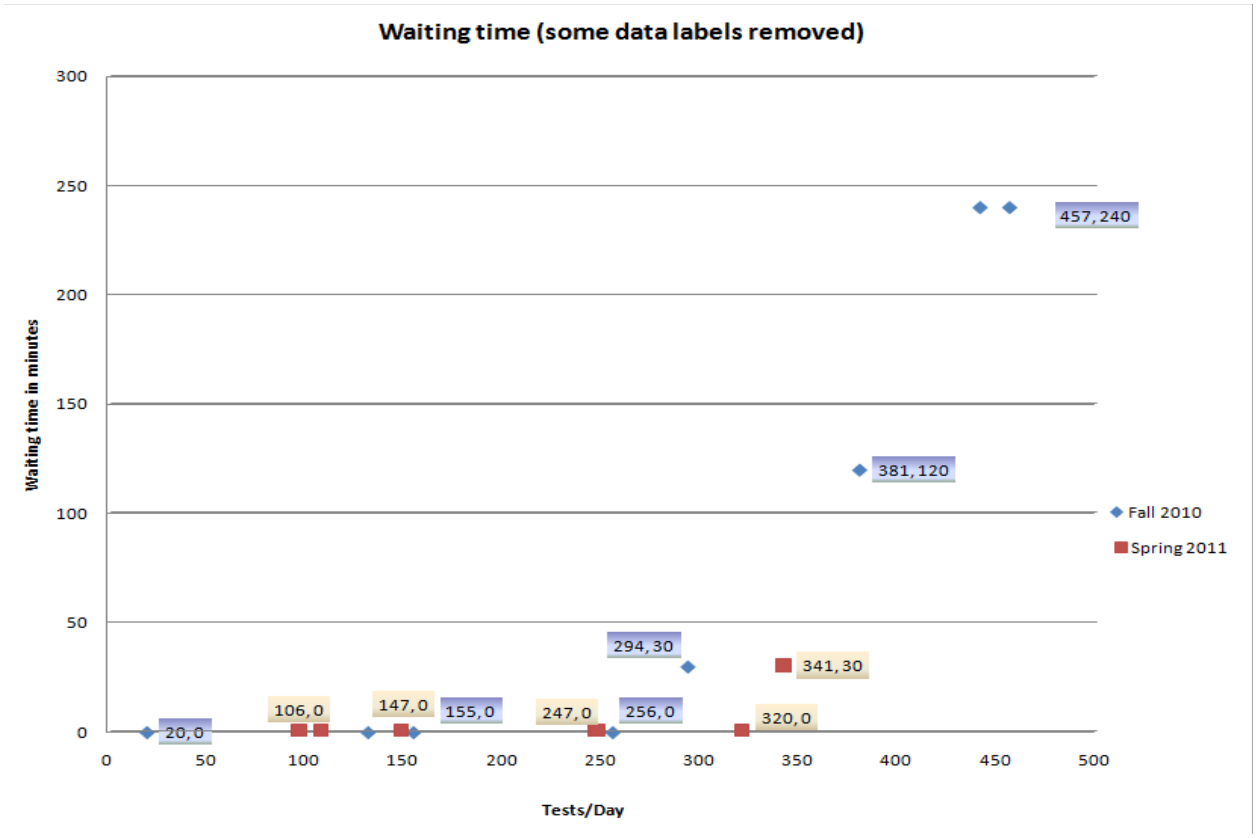


Chart 1. The blue scatterplot shows how, in Fall 2010, waiting time increased as a function of the number of tests administered that day. The brown scatterplot shows how, in Spring 2011, we were able to accommodate more students with less waiting time.

Measures Taken

1. To reduce and distribute demand for testing:

    - The Head Librarian worked with the Vice Chancellor for Academic Affairs to implement a staggered testing schedule,

- instructors opened their online tests over the weekend and shut down their tests on specific dates,
- CTC conducted a small PR campaign to warn students to take tests early and to ask faculty to restrict their student testing periods, and
- CTC banned all make-up tests and semester tests during finals week.

2. To increase capacity:

Space: ITT Found space for about 33 additional PC test seats and 10 paper test seats. CTC

- rearranged Lama 101 for more online testing,
- reserved Lama 111A for paper testers,
- reserved and arranged Lama 116 for online testers, and
- reserved Lama 201 for paper testers.

Technology: The ITT workgroup

- borrowed and prepared 33 laptops and thin clients for online testing and
- made network changes in 3 rooms to accommodate additional testing seats.

Hours: The Library and CTC

- opened the Testing Center on Saturday and Sunday and
- kept the Testing Center open longer hours for a total of 59.5 hours.

Personnel: CTC

- scheduled student help to accommodate student help's need to take time off, for their exams and increased student staffing behind the check-in desk and
- organized a faculty and staff volunteer team to proctor paper tests and escort test takers to overflow rooms.

3. Improved the check-in, test eligibility verification, and check-out processes: CTC

- increased the check-in stations to two PCs,
- instituted a pre-screening process,
- doubled capacity for check-out processes, and
- purchased a number sign that could handle over 99 students.

Preparations for Next Fall 2011 Finals Week

WE HAVE MADE SIGNIFICANT IMPROVEMENTS in testing capacity. In Fall 2010 if we had 300 tests in a day students waited 30 minutes. In Spring 2011 the count went up to 341 before we saw waits of 30 minutes.

Fall final exam weeks historically see many more tests than Spring final exam weeks. If Fall 2011 daily numbers go over 400 (see Table 1) and we do not increase the current number of testing seats, even with the new systems in place we expect waiting times of well over 150 minutes (see chart 2).

In other words, we can handle 1,501 tests during a finals week. We cannot handle what we anticipate to be at least 2,200 tests during Fall 2011 finals week. There is no way we can guarantee an even spread of testing demand (314+ per day) over the seven days and our test demand estimate of 2,200 at this point is conservative.

		Tests per day	Worst wait time-minutes
Fri	Finals Day 1	195	0
Sat	Finals Day 2	106	0
Sun	Finals Day 3	95	0
Mon	Finals Day 4	370	75
Tue	Finals Day 5	420	150
Wed	Finals Day 6	500	+240
Thu	Finals Day 7	513	+240
	Total	2200	

Table 1. Projected Number of Tests per Day During Fall 2011 Finals Week

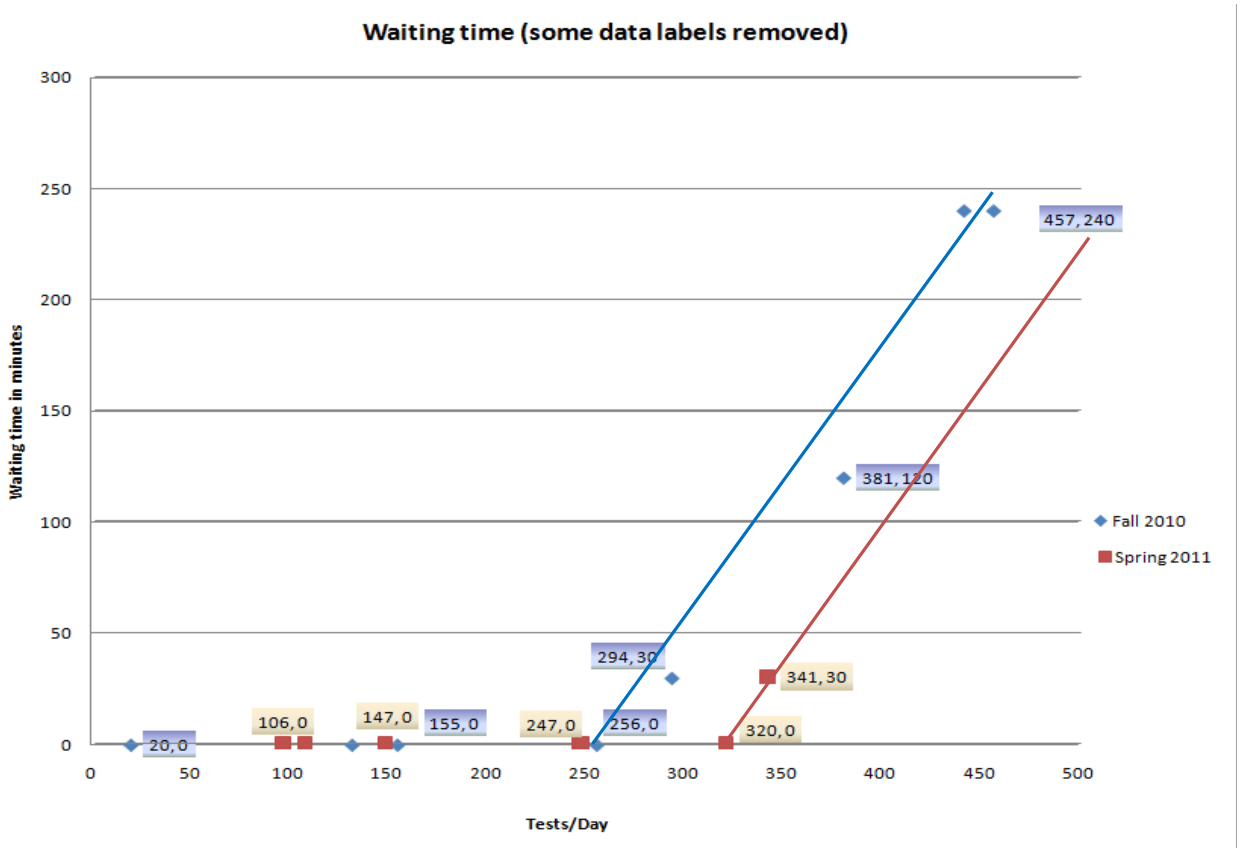


Chart 2: Very rough projection of waiting times with new procedures in place.

Our plans to prepare for Fall 2011's finals period are:

1. Continue to enhance all our policies and procedures.

2. Continue advertising our policies to push the redistribution of tests across all testing days. We saw a marked increase in tests taken over the weekend (20 in Fall 2010, 171 in Spring 2011).

3. Get more testing seats. With a possible increase in demand of 46% we will work to increase total testing seats from 69 to approximately 101 (see Table 2).

4. Monitor demand for both online and paper testing from F2F classes. Unfortunately, because of our success in Spring 2011, we may see a return of demand for services from F2F classes. We may consider encouraging F2F instructors to proctor their own tests.

5. For the long term future, plan to renovate and make Lama 118 a testing area. We will also continue to look for alternate distance testing technologies that can provide rigorous proctored testing outside the testing center.

	FY12 Spring 2011	**FY12 Fall 2011**
Seats:		**We will need**
Online/Paper/DSSO	57/10/2	66/33/2
Total	69	101

Table 2. Available testing seats were sufficient for Spring 2011. Fall 2011 testing season will see at least a 46% increase in demand.

Submitted by Sunny Pai
July 15, 2011

Title III funded classroom/lab upgrades
2009

Department/Room	Equipment
Kahikoluamea	
Iliahi 103 (math)	basic suite
Iliahi 209 (writing)	basic suite
Math/Science	
Iliahi 104	basic suite
Iliahi 105	basic suite
Olapa 213	basic suite
Arts and Humanities	
Kalia 202	basic suite
LLL	basic suite
Kalia 102	basic suite
LABS	
Kalia 109	thin clients
Kalia 110	thin clients
ʻōlapa 113	desktops
Lama 116	thin clients

A basic suite includes computer, DVD/VHS player, ceiling-mounted

Health Sciences				Projector	Screen	Instr. Station	DVD/VHS	Audio	Whiteboard	Remote	ELMO	Clicker
Kauila 109	Basic suite	$17,000.00		X		X	X	X	X	X	X	X
Kauila 216	Basic suite	$20,000.00		X		X	X	X		X	X	X
Kauila 217	Basic suite	$20,000.00		X		X	X	X		X	X	X
Kauila 113	Basic suite	$20,000.00		X	X	X	X	X	X	X	X	X
Kauila 104	Basic suite	$20,000.00		X		X	X	X		X	X	X

Culinary			
Ohia 109	sound system	$10,000.00	
Ohia 112	Labor costs	$5,000.00	supplement 10K Perkins grant which covered equipment but not labor

BLT				Projector	Screen	Instr. Station	DVD/VHS	Audio	Whiteboard	Remote	ELMO	Clicker
Kopko 103	PCs, no moni	$33,800.00	twenty-six CPUS and keyboards									
Mamane 104	Basic suite	$15,000.00		X		X	X	X	X	X		X

Arts & Sciences				Projector	Screen	Instr. Station	DVD/VHS	Audio	Whiteboard	Remote	ELMO	Clicker
Olona 105	Basic suite	$15,000.00		X	X	X	X	X		X		X
Olona 106	Basic suite	$15,000.00		X	X	X	X	X		X		X
Olapa 105	Basic suite	$15,000.00		X	X	X	X	X		X		X
Olapa 106	Basic suite	$15,000.00		X	X	X	X	X		X		X
Olapa 205	Basic suite	$15,000.00		X	X	X	X	X		X		X
Olapa 211	Basic suite	$15,000.00		X	X	X	X	X		X		X
Olapa 212	Basic suite	$15,000.00		X	X	X	X	X		X		X
Olapa 214	Basic suite	$15,000.00		X	X	X	X	X		X		X
Olapa 215	Basic suite	$15,000.00		X	X	X	X	X		X		X
Kalia 102	whiteboards	$3,000.00	Did not have enough funds w/last renovation						X			

2010 KCC Classroom Technology Inventory

As of Noven

Building	Room #	Projector	VGA Cable	Speakers	DVD/VCR	Television	Prj Screen	Desktop	Laptop	Printer	Microphone	Video Conf.
Chapel	101			1	1	1					1	
Iliahi	103	1	1	1	1		1	1				
Iliahi	104	1	1	1	1		1	1				
Iliahi	105	1	1	1	1		1	1				
Iliahi	106	1		1			1		20			
Iliahi	107					1						
Iliahi	202	1	1	1	1		1					
Iliahi	203	1	1	1	1		1					
Iliahi	204	1	1	1	1		1					
Iliahi	205	1	1	1	1		1					
Iliahi	206	1			1	2	1					
Iliahi	207				1	1		41				
Iliahi	208				1	1		41				
Iliahi	231							9	40			1
Iliahi	231-Ekahi					1	1					
Iliahi	231-Elua					1						
Iliahi	231-Ekolu					1						
Iliahi	231-Eha						1					
Iliahi	231-Elima	1		1	1		1		20			
Iliahi (wing C)	Downstairs Open Area							3	20			1
Iliahi	Ekahi						1					
Iliahi	Elua						1					
Iliahi	Ekolu						1					
Ilima	202A				1	1	1					
Ilima	202B	1			1	1	1					
Ilima	202C	1			1	1	1					
Kalia	102	1	1	1	1	1	1	1				
Kalia	104	1	1	1			1	1				
Kalia	109	1	1	1	1	1	1	1		2		

Building	Room #	Projector	VGA Cable	Speakers	DVD/VCR	Television	Prj Screen	Desktop	Laptop	Printer	Microphone	Video Conf.
Kalia	110	1	1	1	1	1	1	1		2		
Kalia	201	1	1	1			1	1				
Kalia	202	1	1	1			1	1				
Kalia	203	1	1	1			1	1				
Kauila	104	1					1					1
Kauila	108	1		1	1	1	1					
Kauila	109	1			1	1	1					1
Kauila	110				1	1	1					
Kauila	113				1	1	1	14				
Kauila	114				1							1
Kauila	201						1	4				
Kauila	202				1	1	1					
Kauila	203				1	1	1					
Kauila	204				1	1	1					
Kauila	205											1
Kauila	206											1
Kauila	207						1					
Kauila	208	1			1	1	1					
Kauila	209	1			1	1	1	3				
Kauila	210				1	1		6				
Kauila	216	1			1	1	1					
Kauila	217				1	1	1					1
Koa	102	1		1			1	30				
Koa	103	1		1			1	30				
Koa	200						1					
Koa	201				1	1	1	1				
Koa	203	1					1					
Koa	204				1	1	1					
Kokio	101	2		1	1	1	1		20			
Kokio	106	2		1	1	1	1	1	1			
Kokio	107	2		1	1	1	1					
Kokio	109	2		1	1	1	1					
Kokio	202	1					1					

Building	Room #	Projector	VGA Cable	Speakers	DVD/VCR	Television	Prj Screen	Desktop	Laptop	Printer	Microphone	Video Conf.
Kokio	202C	2		1	1	1	1					
Kokio	208	2		1	1	1	1					
Kokio	209	1					1					
Kokio	209A	1	1	1			1					
Kopiko	101							30				
Kopiko	101E						1					
Kopiko	102	1						26				
Kopiko	103	1						26				
Kopiko	104	1						21				
Kopiko	126	1		1	1	2		1				
Kopiko	127	1		1			1				1	
Kopiko	128	1		1			1				1	
Kopiko	202	1		1			1	30		2		
Kopiko	209						1					
Kopiko	240	1		1			1				1	
Kopiko	241	1		1			1				1	
Kopiko	242	1		1			1				1	
Leahi	002				1	1	1					
Leahi	003				1	1	1					
Leahi	005				1	1	1					
Leahi	007				1	1	1					
Lama	111A	1	1	1	1	3	1	1				1
Lama	116	1		1			1					
Lama	118	1	1	1	1	1	1	20				
Maile	101	1		1	1	1						
Mamane	101											
Mamane	102											
Mamane	103											
Mamane	104	1					1	26		2		
Manele	101											
Manele	102											
Manele	103											
Manele	104											
Manele	106											
Manono	104	1	1	1	1	1	1					
Manono	110	1			1	1	1					
Mokihana	101	1			1	1	1					
Mokihana	102	1			1	1	1					
Mokihana	105	1			1	1	1					
Ohelo	111	1	1				1	5	20			

Building	Room #	Projector	VGA Cable	Speakers	DVD/VCR	Television	Prj Screen	Desktop	Laptop	Printer	Microphone	Video Conf.
Ohelo	124	1					1	31		1		
Ohia	118	1	1	1	1	1	1				1	1
Ohia	220										1	
Ohia	221						1					
Olapa	105	1			1	2	1					
Olapa	106	1			1	2	1					
Olapa	113	1		1	1		1	25		2		
Olapa	114	2				1		1				
Olapa	115	2		1	1		1					
Olapa	116	2		1			1					
Olapa	204	1	1	1	1		1	20				
Olapa	205	1		1	1	2	1					
Olapa	211	1		1	1	2	1					
Olapa	212	1			1	2	1					
Olapa	213	1	1	1	1		1	1				
Olapa	214	2			1	1	1					
Olapa	215	2				2	1	1				
Olona	105	1		1	1		1		1			
Olona	106	1		1	1		1		1			
Olona	109			1	1	1	1					
Olona	115	1		1	1		1	1				
Olona	201	1	1	1	1		1	1				
Olona	202	1	1	1	1		1	1				
Olona	205	1	1	1			1	1				
Olona	208	1	1	1	1		1	1				
Olona	209	2		1		2	1	15	30			

nber 15, 2010

Comments
Classroom for international students only
Conference Room
Capable of combining to one room
Capable of combining to one room
Capable of combining to one room
Capable of combining to one room
Capable of combining to one room
Capable of combining to one room
Thin Client with 24 stations

Comments
Thin Client with 24 stations
Smart Board
Smart Board
Usually set as one conference room(with 203, 204), Smart Board
Usually set as one conference room(with 202, 204)
Usually set as one conference room(with 202, 203)
205 & 206 usually set as one room, Room exclusice to EMS
205 & 206 usually set as one room, Room exclusice to EMS

Comments
Computer Lab/Classroom
Computer Lab/Classroom
Computer Lab/Classroom
Conference Room
Conference Room
Thin clients 16 stations
Audio System
Transition Area
Transition Area
Transition Area
Under Renovation
Under Renovation
Under Renovation
Under Renovation
Under Renovation

Comments
Conference Room

University of Hawaii Community Colleges
Program Change Request

Campus: Kapi`olani Community College

√	Category
√	1. Improve Quality of Existing CTE Programs
√	2. Emerging Technical Fields
√	3. Education
√	4. Pre-Baccalaureate Workforce Programs
√	5. Nursing

Strategic Outcome (1-5): 5

Program ID: UOH 313

Campus Priority: 1

Title: (UHCC) Center for Distance Education Learning & Teaching Assistance (DELTA)

	FY 2012		FY 2013	
Position FTE (List specific positions)	FTE	$	FTE	$
Trainer/Coordinator for faculty in online pedagogical tools, C2-5	1.00	55,344	1.00	55,344
Trainer/Coordinator for student services and library/learning support faculty/staff in online technology tools, C2-5	1.00	55,344	1.00	55,344
Trainer/Coordinator for students in online learning and other UH-developed technology tools C2-5	1.00	55,344	1.00	55,344
Web designer for online resources PBB	1.00	45,450	1.00	45,450
DELTA Coordinator, C2-5	1.00	55,344	1.00	55,344
IT Specialist (programmer), PBB Ed Specialist	1.00	56,700	1.00	56,700
10 DELTA Student Technology Mentors		30,000		60,000
Other Personnel Costs				
Total A	6.00	353,526	6.00	383,526
Multimedia workstation; hardware & software for DE course development B		40,000		30,000
C				
Total Request	6.00	393,526	6.00	413,526

Description:

By 2013, 30% of classes should be offered online which will mean that approximately 270 more classes will need to be added to the College's offerings, or roughly 100 in each of the next 3 bienniums. In order to accomplish this strategic goal, faculty training in online pedagogical tools must be scaled up from the pilot program currently funded by a Perkins grant. Consistent with this trend for expanding accessibility of education in technical, workforce, and transfer academic areas, training in online technology tools for academic and student support faculty/staff must be developed and implemented to optimize and enhance the use of such technology tools for the benefit of student learning. Now that the University has invested in technology tools such as Laulima and STAR for both academic and support functions, it is incumbent upon us to make sure that faculty and staff be knowledgeable in how to utilize these tools and extend them in new ways to better serve students.

Based on the current percentage increase in students taking online classes as part of their campus-based academic or continuing education programs, this request will create a Center for Distance Education

Learning & Teaching Assistance (DELTA), located within the college's Center for Excellence in Learning, Teaching and Technology. As a center, DELTA will provide faculty and staff employed in all academic and support areas at the college with training to effectively navigate in technology-assisted environments. These training services could also be replicated or extended to other campuses in the system for their benefit, following the Perkins-funded pilot model. Expanding the technical abilities of our faculty and staff to utilize currently available University tools will improve accessibility, which allows us to serve a wider community along with ongoing attention to increasing degree completion rates at the college.

In its strategic plan, the College has committed to improving student engagement and success. While a number of student success programs exist for students who attend classes in person and are physically on campus, no such support or resources have been committed to supporting the engagement of students in the online learning environment. With an increasing number of courses being delivered online, and the development of the College's online `Imiloa student pathway technology tool, it is imperative that the online student also be provided with similar support. This request will establish a "concierge" service for online students staffed by trained DELTA student technology mentors. Orientation programs for online learners will be developed. Online technical resources, such as virtual help desks with extended hours of service and a formal e-counseling service, will assist students in navigating the online environment and trouble-shooting when online learners are faced with technical difficulties. The distance education concierge service will also serve as the point of contact for both faculty and students teaching and learning in online environments.

This request will also create a web-based repository of faculty and staff resources. This online resource can be used to supplement face-to-face support and will house all training material, instructional design worksheets, accreditation guidelines, and other material assets that are developed. This web-based resource will be accessible to all UHCC faculty and staff and will be maintained by the DELTA support team. Through the use of the Elluminate software program currently available at the college, the support team will be able to host webinars for instructional and academic support colleagues on other UHCC campuses.

Faculty and staff participating in the training may need specialized hardware, software, or equipment to create instructional and support material, e.g. a video camera to record demonstrations, screen recording software like Camtasia, webcams, etc. Faculty and staff will have access to one customized multimedia workstation to be used for course and academic support development in their departmental office site or workroom.

Table 1

		Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Unduplicated Online Headcounts									
By Sex	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/Decrease Online Headcount (Comparisons are fall to fall and spring to spring.)				37.19%	54.10%	30.85%	22.07%	32.04%	31.17%
% Increase/Decrease 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%

Table 2A

Grade Distributions and Success, Completion, and Withdrawal Rates for Online Registrants in Various Courses

Term	A	B	C	CR	D	F	I	NC	W	Total
Fall 2006	425	305	242	7	82	264	0	10	297	1,632
Spring 2007	398	342	237	18	72	225	18	24	261	1,595
Fall 2007	647	447	342	14	121	228	7	35	350	2,301
Spring 2008	681	504	310	29	126	371	38	31	347	2,437
Fall 2008	959	577	344	15	152	501	31	29	455	3,063
Spring 2009	915	595	406	25	169	467	32	34	432	3,075
Fall 2009	1,192	867	552	34	292	696	0	32	503	4,168
Spring 2010	1,220	763	572	30	205	708	48	30	517	4,093

Table 2B

All Online Registrants in Each Term

Term	A	B	C	CR	D	F	I	NC	W	Total
Fall 2006	26.04%	18.69%	14.83%	0.43%	5.02%	16.18%	0.00%	0.61%	18.20%	1,632
Spring 2007	24.95%	21.44%	14.86%	1.13%	4.51%	14.11%	1.13%	1.50%	16.36%	1,595
Fall 2007	28.12%	19.43%	14.86%	0.61%	5.26%	14.69%	0.30%	1.52%	15.21%	2,301
Spring 2008	27.94%	20.68%	12.72%	1.19%	5.17%	15.22%	1.56%	1.27%	14.24%	2,437
Fall 2008	31.31%	18.84%	11.23%	0.49%	4.96%	16.36%	1.01%	0.95%	14.85%	3,063
Spring 2009	29.76%	19.35%	13.20%	0.81%	5.50%	15.19%	1.04%	1.11%	14.05%	3,075
Fall 2009	28.60%	20.80%	13.24%	0.82%	7.01%	16.70%	0.00%	0.77%	12.07%	4,168
Spring 2010	29.81%	18.64%	13.98%	0.73%	5.01%	17.30%	1.17%	0.73%	12.63%	4,093

Table 2C

Term	% Success	% Completion	% Withdrawal
Fall 2006	59.99%	81.19%	18.20%
Spring 2007	62.38%	81.00%	16.36%
Fall 2007	63.02%	82.96%	15.21%
Spring 2008	62.54%	82.93%	14.24%
Fall 2008	61.87%	83.19%	14.85%
Spring 2009	63.12%	83.80%	14.05%
Fall 2009	63.46%	87.16%	12.07%
Spring 2010	63.16%	85.46%	12.63%

Table 3 A Grade Distributions and Success, Completion, and Withdrawal Rates for Non-Online Registrants in Equivalent Non-Online Courses

All Non-Online Registrants in Each Term

Term	A	B	C	CR	D	F	I	NC	W	Total
Fall 2006	1,277	1,079	805	8	292	585	0	28	637	4,711
Spring 2007	1,409	1,165	888	10	319	698	54	40	627	5,210
Fall 2007	1,668	1,485	1,051	5	473	963	56	58	881	6,640
Spring 2008	1,501	1,233	907	34	349	875	57	49	750	5,755
Fall 2008	1,995	1,584	1,233	20	572	1,174	74	44	947	7,643
Spring 2009	2,026	1,730	1,214	17	537	1,038	69	50	918	7,599
Fall 2009	2,253	2,230	1,779	32	782	1,632	0	72	1,140	9,920
Spring 2010	2,202	1,921	1,599	25	647	1,451	77	85	1,055	9,062

Table 3B

Term	A	B	C	CR	D	F	I	NC	W	Total
Fall 2006	27.11%	22.90%	17.09%	0.17%	6.20%	12.42%	0.00%	0.59%	13.52%	4,711
Spring 2007	27.04%	22.36%	17.04%	0.19%	6.12%	13.40%	1.04%	0.77%	12.03%	5,210
Fall 2007	25.12%	22.36%	15.83%	0.08%	7.12%	14.50%	0.84%	0.87%	13.27%	6,640
Spring 2008	26.08%	21.42%	15.76%	0.59%	6.06%	15.20%	0.99%	0.85%	13.03%	5,755
Fall 2008	26.10%	20.72%	16.13%	0.26%	7.48%	15.36%	0.97%	0.58%	12.39%	7,643
Spring 2009	26.66%	22.77%	15.98%	0.22%	7.07%	13.66%	0.91%	0.66%	12.08%	7,599
Fall 2009	22.71%	22.48%	17.93%	0.32%	7.88%	16.45%	0.00%	0.73%	11.49%	9,920
Spring 2010	24.30%	21.20%	17.65%	0.28%	7.14%	16.01%	0.85%	0.94%	11.64%	9,062

Table 3C

Term	% Success	% Completion	% Withdrawal
Fall 2006	67.27%	85.88%	13.52%
Spring 2007	66.64%	86.16%	12.03%
Fall 2007	63.39%	85.02%	13.27%
Spring 2008	63.86%	85.13%	13.03%
Fall 2008	63.22%	86.07%	12.39%
Spring 2009	65.63%	86.35%	12.08%
Fall 2009	63.45%	87.78%	11.49%
Spring 2010	63.42%	86.57%	11.64%

Table 4A

Difference Between Online and Non-Online Registrant Success, Completion, and Withdrawal Rates

Online registrants were compared to non-online registrants in the same kind of classes in each term.

Positive numbers indicate higher rates for online registrants and negative numbers indicate lower rates for online registrants.

Term	% Success	% Completion	% Withdrawal
Fall 2006	-7.28%	-4.69%	4.68%
Spring 2007	-4.26%	-5.16%	4.33%
Fall 2007	-0.37%	-2.06%	1.94%
Spring 2008	-1.32%	-2.20%	1.21%
Fall 2008	-1.35%	-2.88%	2.46%
Spring 2009	-2.51%	-2.55%	1.97%
Fall 2009	0.01%	-0.62%	0.58%
Spring 2010	-0.26%	-1.11%	0.99%

Table 4B

Difference Between Online and Non-Online Class Success, Completion, and Withdrawal Rates

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 two tables above show the differences between success rates, completion rates, and withdrawal rates of online classes and 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. Online classes were compared to the same kind (e.g., ACC 201, MATH 135, or HIST 151) of non-online classes in the same term. The top table compares all online grades to all equivalent non-online grades, and the bottom table compares average rates of online class sections to equivalent non-online class sections. The two tables are similar across both levels of aggregation.

Subject Area Level of Analysis

Comparison 1 Charts

For each term, the upper tables shows the number of SUBJECT AREAS (NOT courses or sections of classes) in which the online classes did better than the non-online classes. In other words, if we subtracted the non-online rate from the online rate, the result was greater than zero. The percentage shows the percentage of all subjects offered. For example, 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: that gave us 5/16, or about 31.25% of online subject areas.
The lower table shows the number of subject areas in which online classes did NOT do as well as the non-online classes. That is, if we subtracted the non-online rate from the online rate, the result was less than zero.
In both tables we show three levels of difference: any difference at all (e.g., > 0% or < 0%), a difference equal to or greater or less than two percentage points, and a difference equal to or greater or less than five percentage points.
Online classes were compared to the same kind (e.g., ACC 201, MATH 135, or HIST 151) of non-online classes in the same term.

Fall 2006								
Subjects Areas with Higher Performance in Online Courses						Total Number of Subject Areas = 16		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
> 0%	5	31.25%	> 0%	3	18.75%	< 0%	3	18.75%
>= 2%	3	18.75%	>= 2%	3	18.75%	<= -2%	3	18.75%
>= 5%	2	12.50%	>= 5%	2	12.50%	<= -5%	3	18.75%

Fall 2006								
Subjects Areas with Lower Performance in Online Courses						Total Number of Subject Areas = 16		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
< 0%	11	68.75%	< 0%	13	81.25%	> 0%	13	81.25%
<= -2%	10	62.50%	<= -2%	10	62.50%	>= 2%	10	62.50%
<= -5%	9	56.25%	<= -5%	7	43.75%	>= 5%	7	43.75%

Spring 2007								
Subjects Areas with Higher Performance in Online Courses						Total Number of Subject Areas = 18		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
> 0%	3	16.67%	> 0%	3	16.67%	< 0%	3	16.67%
>= 2%	3	16.67%	>= 2%	1	5.56%	<= -2%	3	16.67%
>= 5%	2	11.11%	>= 5%	0	0.00%	<= -5%	2	11.11%

Spring 2007								
Subjects Areas with Lower Performance in Online Courses						Total Number of Subject Areas = 18		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
< 0%	15	83.33%	< 0%	15	83.33%	> 0%	15	83.33%
<= -2%	13	72.22%	<= -2%	12	66.67%	>= 2%	11	61.11%
<= -5%	10	55.56%	<= -5%	11	61.11%	>= 5%	9	50.00%

Fall 2007								
Subjects Areas with Higher Performance in Online Courses						Total Number of Subject Areas = 22		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
> 0%	9	40.91%	> 0%	10	45.45%	< 0%	10	45.45%
>= 2%	7	31.82%	>= 2%	7	31.82%	<= -2%	8	36.36%
>= 5%	3	13.64%	>= 5%	1	4.55%	<= -5%	1	4.55%

Fall 2007								
Subjects Areas with Lower Performance in Online Courses						Total Number of Subject Areas = 22		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
< 0%	13	59.09%	< 0%	12	54.55%	> 0%	12	54.55%
<= -2%	11	50.00%	<= -2%	10	45.45%	>= 2%	11	50.00%

<= -5%	10	45.45%	<= -5%	8	36.36%	>= 5%	7	31.82%

Spring 2008								
Subjects Areas with Higher Performance in Online Courses						Total Number of Subject Areas = 22		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
> 0%	7	31.82%	> 0%	8	36.36%	< 0%	9	40.91%
>= 2%	6	27.27%	>= 2%	6	27.27%	<= -2%	8	36.36%
>= 5%	5	22.73%	>= 5%	4	18.18%	<= -5%	3	13.64%

Spring 2008								
Subjects Areas with Lower Performance in Online Courses						Total Number of Subject Areas = 22		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
< 0%	15	68.18%	< 0%	14	63.64%	> 0%	13	59.09%
<= -2%	14	63.64%	<= -2%	11	50.00%	>= 2%	11	50.00%
<= -5%	13	59.09%	<= -5%	9	40.91%	>= 5%	8	36.36%

Fall 2008								
Subjects Areas with Higher Performance in Online Courses						Total Number of Subject Areas = 30		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
> 0%	10	33.33%	> 0%	9	30.00%	< 0%	9	30.00%
>= 2%	7	23.33%	>= 2%	8	26.67%	<= -2%	7	23.33%
>= 5%	6	20.00%	>= 5%	5	16.67%	<= -5%	3	10.00%

Fall 2008								
Subjects Areas with Lower Performance in Online Courses						Total Number of Subject Areas = 30		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
< 0%	20	66.67%	< 0%	21	70.00%	> 0%	21	70.00%
<= -2%	19	63.33%	<= -2%	18	60.00%	>= 2%	16	53.33%

<= -5%	16	53.33%	<= -5%	15	50.00%	>= 5%	13	43.33%

Spring 2009								
Subjects Areas with Higher Performance in Online Courses						Total Number of Subject Areas = 29		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
> 0%	7	24.14%	> 0%	9	31.03%	< 0%	8	27.59%
>= 2%	6	20.69%	>= 2%	5	17.24%	<= -2%	5	17.24%
>= 5%	3	10.34%	>= 5%	1	3.45%	<= -5%	1	3.45%

Spring 2009								
Subjects Areas with Lower Performance in Online Courses						Total Number of Subject Areas = 29		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
< 0%	22	75.86%	< 0%	20	68.97%	> 0%	21	72.41%
<= -2%	20	68.97%	<= -2%	16	55.17%	>= 2%	16	55.17%
<= -5%	17	58.62%	<= -5%	14	48.28%	>= 5%	13	44.83%

Fall 2009								
Subjects Areas with Higher Performance in Online Courses						Total Number of Subject Areas = 32		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
> 0%	12	37.50%	> 0%	10	31.25%	< 0%	11	34.38%
>= 2%	12	37.50%	>= 2%	10	31.25%	<= -2%	8	25.00%
>= 5%	7	21.88%	>= 5%	5	15.63%	<= -5%	5	15.63%

Fall 2009								
Subjects Areas with Lower Performance in Online Courses						Total Number of Subject Areas = 32		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
< 0%	20	62.50%	< 0%	22	68.75%	> 0%	21	65.63%
<= -2%	18	56.25%	<= -2%	19	59.38%	>= 2%	19	59.38%

<= -5%	14	43.75%	<= -5%	11	34.38%	>= 5%	8	25.00%

Spring 2010								
Subjects Areas with Higher Performance in Online Courses						Total Number of Subject Areas = 32		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
> 0%	9	28.13%	> 0%	13	40.63%	< 0%	13	40.63%
>= 2%	9	28.13%	>= 2%	10	31.25%	<= -2%	8	25.00%
>= 5%	8	25.00%	>= 5%	5	15.63%	<= -5%	4	12.50%

Spring 2010								
Subjects Areas with Lower Performance in Online Courses						Total Number of Subject Areas = 32		
Success Rate			Completion Rate			Withdrawal Rate		
Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas	Size of Difference	# of Subject Areas	% of Subject Areas
< 0%	23	71.88%	< 0%	19	59.38%	> 0%	19	59.38%
<= -2%	17	53.13%	<= -2%	16	50.00%	>= 2%	16	50.00%
<= -5%	15	46.88%	<= -5%	11	34.38%	>= 5%	11	34.38%

Comparison 2 Charts

This set of tables attempts a subject area comparison using a different method. For each subject area, I compared the success rates, completion rates, and withdrawal rates between online and non-online classes.
If the online success or completion rates were the same as or greater than the non-online rates, or if the online success or completion rates were no more than 3 percentage points lower, I assumed the performance of the online classes in that subject area was as good or better than the performance of the non-online classes in that subject area (and therefore marked with a 1.)
If the online withdrawal rate was the same as or less than the non-online rate, or if the online withdrawal rate was no more than 3 percentage points higher, I assumed the performance of the online classes in that subject area was as good or better than the performance of the non-online classes in that subject area (and therefore marked with a 1.)
The percentage represents the percentage of times the online classes in a subject area as a whole appear to have performed as well or better than the non-online classes in the subject area.

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Fall 2006	ACC	1	1	1
	ANTH	1	1	1
	BIOL			
	BLAW	1	1	
	BUS			
	ENG			
	ESL			
	ESS			
	FSHE			
	GEOG			
	HIST	1	1	1
	HWST	1		
Total Subject Areas = 16	ICS		1	1
	JPNS			
	PSY			
	ZOOL	1	1	1
Total		6	6	5
		37.50%	37.50%	31.25%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Spring 2007	ACC			
	ANTH	1	1	
	BIOL			
	BLAW			
	BUS			
	ENG			
	FAMR	1	1	1
	FSHE			
	GEOG			
	HIST	1	1	1
	HWST	1	1	1
	ICS		1	1
	MATH			1
	MKT	1		
Total Subject Areas = 18	PHIL	1	1	1
	PSY			
	SOC	1		1
	ZOOL		1	1
Total		7	7	8
		38.89%	38.89%	44.44%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Fall 2007	ACC			
	ANTH			
	BIOL		1	1
	BLAW	1	1	1
	BUS	1	1	1
	ENG	1	1	1
	ESS			
	FAMR			
	FSHE			
	GEOG			
	HIST	1	1	1
	HLTH	1	1	1
	HWST	1	1	1
	ICS			
	JPNS		1	1
	MATH			1
	MKT	1	1	1
	PHIL	1	1	1
	POLS	1		
	PSY			
	SOC	1	1	1
	ZOOL	1	1	1
Total		11	12	13
		50.00%	54.55%	59.09%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Spring 2008	ACC		1	1
	ANTH			
	BIOL		1	1
Total Subject Areas = 22	BLAW	1	1	1
	BUS	1	1	1
	ENG	1	1	1
	ESL			
	FAMR			
	FSHE			
	GEOG			
	HIST	1	1	1
	HLTH	1	1	1
	HWST		1	1
	ICS			
	JOUR			
	MATH	1		1
	MGT	1	1	1
	MKT	1	1	1
	PHIL			
	PSY			
	SOC			
	ZOOL		1	1
Total		8	11	12
		36.36%	50.00%	54.55%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Fall 2008	ACC	1	1	1
	ANTH	1	1	1
	BIOL			
	BLAW		1	1
	BUS		1	1
	ECON			
	ED	1	1	1
	ENG			
	ESS			
	FAMR	1	1	1
	FR	1	1	1
	FSHE			
	GEOG			
	HIST			
	HLTH	1	1	1
	HOST		1	1
	HWST	1	1	1
	ICS			
	JOUR			
	JPNS			1
	MATH			1
	MEDA			
	MGT			
	MKT			1
	PHIL	1		
	POLS	1		1
Total Subject Areas = 30	PSY	1		
	REL	1	1	1
	SOC		1	
	ZOOL	1	1	1
Total		12	13	16
		40.00%	43.33%	53.33%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Spring 2009	ACC	1	1	1
	ANTH	1	1	1
	BIOL	1	1	1
	BLAW			
	BUS		1	1
	CHEM			
	ECON			
	ENG	1	1	1
	ESS			
	FAMR	1	1	1
	FR			
	FSHE		1	1
	GEOG			
	HIST		1	
	HLTH	1	1	1
	HOST			
	HWST	1	1	1
	ICS			
	JOUR	1	1	
	JPNS			
	MATH	1		1
	MGT			
	MKT			
	PHIL	1		
	PSY			
Total Subject Areas = 29	REL	1	1	1
	SOC		1	
	SPAN			
	ZOOL		1	1
Total		11	14	12
		37.93%	48.28%	41.38%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Fall 2009	ACC		1	1
	ANTH	1	1	1
	BIOL			
	BLAW		1	1
	BUS	1	1	1
	CHEM		1	1
	ECON			
	ED	1	1	1
	ENG			
	ENT	1		
	ESS		1	1
	FAMR	1	1	1
	FR	1	1	1
	FSHE			
	GEOG			
	HIST		1	1
	HLTH	1	1	1
	HOST	1		
	HWST	1	1	1
	ICS			
	JOUR			
	JPNS			
	MATH			1
	MGT	1		
	MKT	1		
	PACS	1		
	PHIL	1		
	PSY		1	1
	REL	1	1	1
	SOC			
	SPAN			
Total Subject Areas = 32	ZOOL		1	1
Total		14	15	16
		43.75%	46.88%	50.00%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Spring 2010	ACC		1	1
	ANTH	1	1	
	BIOL		1	1
	BLAW	1	1	1
	BUS	1	1	1
	CHEM		1	1
	ECON			
	ENG			
	ENT	1	1	1
	ESS		1	1
	FAMR			
	FR	1	1	1
	FSHE			
	GEOG			
	HIST	1	1	1
	HLTH	1	1	1
	HOST		1	1
	HWST	1	1	1
	ICS			
	JOUR		1	1
	JPNS			
	MATH	1		1
	MGT	1		
	MKT	1		
	PHIL			
	PHYS			
	POLS	1	1	1
	PSY	1	1	1
	REL	1	1	1
	SOC		1	
	SPAN	1		1
Total Subject Areas = 32	ZOOL	1	1	1

Total		16	19	19
		50.00%	59.38%	59.38%

Comparison 3 Charts

The same method as the one used in Comparison 2, but the percentage point difference has been "loosened" to 5% instead of 3%.

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Fall 2006	ACC	1	1	1
	ANTH	1	1	1
	BIOL		1	1
	BLAW	1	1	1
	BUS		1	1
	ENG			
	ESL			
	ESS	1		
	FSHE			
	GEOG			
	HIST	1	1	1
	HWST	1	1	1
Total Subject Areas = 16	ICS		1	1
	JPNS			
	PSY			
	ZOOL	1	1	1
Total		7	9	9
		43.75%	56.25%	56.25%

Total Subject Areas = 18	BUS			
	ENG			
	FAMR	1	1	1
	FSHE			
	GEOG			
	HIST	1	1	1
	HWST	1	1	1
	ICS	1	1	1
	MATH			1
	MKT		1	
	PHIL	1	1	1
	PSY			
	SOC		1	1
	ZOOL	1		1
Total		7	8	9
		38.89%	44.44%	50.00%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Spring 2007	ACC			
	ANTH	1	1	1
	BIOL			
	BLAW			

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Fall 2007	ACC		1	1
	ANTH			
	BIOL	1	1	1
	BLAW	1	1	1
	BUS	1	1	1
	ENG	1	1	1
	ESS			
	FAMR			
	FSHE			
	GEOG			
	HIST	1	1	1
	HLTH	1	1	1
	HWST	1	1	1
	ICS			
	JPNS		1	1
	MATH			1
	MKT	1	1	1
	PHIL	1	1	1
	POLS	1		1
	PSY		1	
	SOC	1	1	1
	ZOOL	1	1	1
Total		12	14	15
		54.55%	63.64%	68.18%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Spring 2008	ACC		1	1
	ANTH			
	BIOL		1	1
	BLAW	1	1	1
Total Subject Areas = 22	BUS	1	1	1
	ENG	1	1	1
	ESL			
	FAMR			
	FSHE		1	
	GEOG			
	HIST	1	1	1
	HLTH	1	1	1
	HWST	1	1	1
	ICS			1
	JOUR			
	MATH	1		1
	MGT	1	1	1
	MKT	1	1	1
	PHIL		1	1
	PSY			
	SOC			
	ZOOL		1	1
Total		9	13	14
		40.91%	59.09%	63.64%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Fall 2008	ACC	1	1	1
	ANTH	1	1	1
	BIOL			
	BLAW		1	1
	BUS		1	1
	ECON			
	ED	1	1	1
	ENG			
	ESS		1	1
	FAMR	1	1	1
	FR	1	1	1
	FSHE			
	GEOG			
	HIST			
	HLTH	1	1	1
	HOST	1	1	1
	HWST	1	1	1
	ICS			
	JOUR			
	JPNS		1	1
	MATH			1
	MEDA			
	MGT			
	MKT			1
	PHIL	1		
	POLS	1		1
Total Subject Areas = 30	PSY	1		
	REL	1	1	1
	SOC	1	1	
	ZOOL	1	1	1
Total		14	15	17
		46.67%	50.00%	56.67%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Spring 2009	ACC	1	1	1
	ANTH	1	1	1
	BIOL	1	1	1
	BLAW			
	BUS		1	1
	CHEM			
	ECON			
	ENG	1	1	1
	ESS			1
	FAMR	1	1	1
	FR			
	FSHE		1	1
	GEOG			
	HIST	1	1	1
	HLTH	1	1	1
	HOST			
	HWST	1	1	1
	ICS			
	JOUR	1	1	
	JPNS			1
	MATH	1		1
	MGT		1	1
	MKT			
	PHIL	1		
	PSY			
Total Subject Areas = 29	REL	1	1	1
	SOC		1	
	SPAN			
	ZOOL		1	1
Total		12	15	16
		41.38%	51.72%	55.17%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Fall 2009	ACC	1	1	1
	ANTH	1	1	1
	BIOL			1
	BLAW		1	1
	BUS	1	1	1
	CHEM		1	1
	ECON			
	ED	1	1	1
	ENG			
	ENT	1	1	
	ESS		1	1
	FAMR	1	1	1
	FR	1	1	1
	FSHE			
	GEOG		1	1
	HIST	1	1	1
	HLTH	1	1	1
	HOST	1	1	1
	HWST	1	1	1
	ICS			1
	JOUR			
	JPNS	1	1	1
	MATH			1
	MGT	1	1	1
	MKT	1	1	1
	PACS	1		
	PHIL	1		
	PSY		1	1
Total Subject Areas = 32	REL	1	1	1
	SOC			
	SPAN			
	ZOOL	1	1	1
Total		18	21	23
		56.25%	65.63%	71.88%

Term	Subject	Success Rate	Completion Rate	Withdrawal Rate
Spring 2010	ACC		1	1
	ANTH	1	1	1
	BIOL		1	1
	BLAW	1	1	1
	BUS	1	1	1
	CHEM		1	1
	ECON			
	ENG			
	ENT	1	1	1
	ESS		1	1
	FAMR		1	
	FR	1	1	1
	FSHE			
	GEOG			
	HIST	1	1	1
	HLTH	1	1	1
	HOST	1	1	1
	HWST	1	1	1
	ICS			
	JOUR		1	1
	JPNS			
	MATH	1		1
	MGT	1		
	MKT	1		
	PHIL			
	PHYS			
	POLS	1	1	1
	PSY	1	1	1
Total Subject Areas = 32	REL	1	1	1
	SOC		1	1
	SPAN	1	1	1
	ZOOL	1	1	1
Total		17	21	21
		53.13%	65.63%	65.63%

Course Success Rates for Certificate of Competence in Retailing Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
MKT 120														
Online		78.13%		75.86%	60.61%	86.67%	62.07%	59.38%	75.00%	36.67%	41.67%	85.71%	54.55%	52.94%
Non-Online		73.68%		70.83%	66.67%		77.14%	80.65%		52.17%	37.50%		52.17%	58.33%
MKT 130														
Online					75.86%		51.52%			59.38%			50.00%	
Non-Online														
MKT 150														
Online							68.42%			59.26%			52.94%	
Non-Online														

Course Success Rates for Certificate of Competence in Management Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
MGT 118														
Online											64.71%			68.75%
Non-Online											50.00%			48.28%
MGT 122														
Online				65.63%	73.33%		58.82%	64.52%		76.67%			72.73%	
Non-Online					54.55%		72.00%	81.48%		45.45%			85.19%	
MGT 124														
Online								76.47%						
Non-Online														

Course Success Rates for Certificate of Competence in Entrepreneurship Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ENT 125														
Online										70.59%	35.48%		56.67%	53.13%
Non-Online										62.16%	36.73%		57.50%	46.51%
ENT 150														
Online														69.57%
Non-Online														

Course Success Rates for Certificate in Legal Secretary Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
LAW 101														
Online					59.09%			81.48%			70.97%		63.33%	59.26%
Non-Online													76.19%	70.59%
LAW 105														
Online										86.21%			69.49%	
Non-Online														
LAW 181														
Online												85.71%		
Non-Online														

Course Success Rates for Certificate of Completion in Tax Preparer Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ACC 132														
Online				34.48%						82.35%			66.04%	25.93%
Non-Online														70.00%
ACC 134														
Online		63.16%									59.26%			62.50%
Non-Online														
ACC 137														
Online		63.16%		53.85%			50.00%							
Non-Online														
ACC 201														
Online	62.96%	64.52%	75.00%	56.90%	56.14%	82.69%	69.23%	50.00%	76.47%	50.00%	48.39%	75.00%	55.56%	60.00%
Non-Online	55.98%	63.59%	80.95%	60.78%	54.69%	80.95%	53.30%	54.45%	81.36%	60.79%	62.44%	89.29%	63.76%	63.33%
ACC 202														
Online	70.00%	65.38%	74.00%	51.72%	50.00%	63.64%	58.00%	56.36%	67.74%	50.00%	51.85%	61.11%	53.85%	76.00%
Non-Online	73.91%	81.65%	85.19%	84.34%	80.49%	90.16%	75.34%	74.07%	85.29%	78.49%	78.29%	90.00%	72.00%	71.96%

Course Success Rates for Certificate of Completion in Payroll Preparer Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ACC 132														
Online				34.48%						82.35%			66.04%	25.93%
Non-Online														70.00%
ACC 150														
Online							83.33%			77.27%			76.32%	85.00%
Non-Online														83.33%
ACC 155														
Online					68.97%			85.00%			72.73%			94.29%
Non-Online														
ACC 201														
Online	62.96%	64.52%	75.00%	56.90%	56.14%	82.69%	69.23%	50.00%	76.47%	50.00%	48.39%	75.00%	55.56%	60.00%
Non-Online	55.98%	63.59%	80.95%	60.78%	54.69%	80.95%	53.30%	54.45%	81.36%	60.79%	62.44%	89.29%	63.76%	63.33%
ICS 100														
Online	40.82%	50.85%	70.37%	33.33%	47.83%		45.59%	49.28%	92.00%	68.54%	67.35%	90.00%	58.57%	65.31%
Non-Online	62.33%	57.55%		59.52%	70.14%		68.75%	72.66%	92.31%	70.00%	59.06%	80.00%	65.61%	51.45%
ICS 101														
Online	62.79%	70.69%	75.86%	69.81%	44.90%	93.48%	47.73%	39.58%	53.66%	40.00%	57.53%	75.00%	60.00%	56.25%
Non-Online	65.36%	68.72%	96.15%	64.29%	58.91%	92.00%	67.12%	72.39%	92.00%	69.46%	78.85%	100.00%	73.77%	76.29%

Course Success Rates for Certificate of Completion in Database Administration Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ICS 100														
Online	40.82%	50.85%	70.37%	33.33%	47.83%		45.59%	49.28%	92.00%	68.54%	67.35%	90.00%	58.57%	65.31%
Non-Online	62.33%	57.55%		59.52%	70.14%		68.75%	72.66%	92.31%	70.00%	59.06%	80.00%	65.61%	51.45%
ICS 101														
Online	62.79%	70.69%	75.86%	69.81%	44.90%	93.48%	47.73%	39.58%	53.66%	40.00%	57.53%	75.00%	60.00%	56.25%
Non-Online	65.36%	68.72%	96.15%	64.29%	58.91%	92.00%	67.12%	72.39%	92.00%	69.46%	78.85%	100.00%	73.77%	76.29%
ITS 129														
Online														90.48%
Non-Online														91.30%

Course Success Rates for Certificate of Completion in Customer Service Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
MGT 118														
Online											64.71%			68.75%
Non-Online											50.00%			48.28%
MGT 122														
Online				65.63%	73.33%		58.82%	64.52%		76.67%			72.73%	
Non-Online					54.55%		72.00%	81.48%		45.45%			85.19%	
MKT 120														
Online		78.13%		75.86%	60.61%	86.67%	62.07%	59.38%	75.00%	36.67%	41.67%	85.71%	54.55%	52.94%
Non-Online		73.68%		70.83%	66.67%		77.14%	80.65%		52.17%	37.50%		52.17%	58.33%
MKT 130														
Online					75.86%		51.52%			59.38%			50.00%	
Non-Online														
MKT 150														
Online							68.42%			59.26%			52.94%	
Non-Online														

Course Success Rates for Certificate of Achievement in Marketing Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ACC 201														
Online	62.96%	64.52%	75.00%	56.90%	56.14%	82.69%	69.23%	50.00%	76.47%	50.00%	48.39%	75.00%	55.56%	60.00%
Non-Online	55.98%	63.59%	80.95%	60.78%	54.69%	80.95%	53.30%	54.45%	81.36%	60.79%	62.44%	89.29%	63.76%	63.33%
BUS 100														
Online	56.00%	45.00%		55.17%	56.00%		43.75%	70.83%		57.58%	61.76%		61.29%	
Non-Online	69.49%	88.46%		68.57%	45.45%		62.86%	62.07%		64.52%				
BUS 250														
Online					52.17%	71.43%		60.00%		72.00%	72.00%		65.22%	70.83%
Non-Online					79.17%	71.43%		82.35%		72.97%	81.58%		73.33%	46.94%
ENG 100														
Online	40.50%	38.75%	70.37%	58.24%	56.41%	68.09%	39.13%	54.17%	75.58%	48.04%	54.07%	76.92%	51.21%	42.55%
Non-Online	65.30%	61.41%	84.55%	56.54%	55.17%	82.84%	59.47%	63.47%	78.70%	64.01%	60.99%	80.82%	69.57%	58.97%
ENG 209														
Online		58.97%	84.91%	35.00%	76.32%	73.33%	59.21%	67.31%	89.42%	69.86%	56.14%	78.16%	63.64%	70.27%
Non-Online		96.15%	86.67%	79.31%	82.18%	83.93%	73.77%	92.08%		69.74%	82.83%		73.75%	89.36%
ESL 100														
Online	28.57%				41.67%									
Non-Online	85.54%				76.67%									
ICS 100														
Online	40.82%	50.85%	70.37%	33.33%	47.83%		45.59%	49.28%	92.00%	68.54%	67.35%	90.00%	58.57%	65.31%
Non-Online	62.33%	57.55%		59.52%	70.14%		68.75%	72.66%	92.31%	70.00%	59.06%	80.00%	65.61%	51.45%
ICS 101														
Online	62.79%	70.69%	75.86%	69.81%	44.90%	93.48%	47.73%	39.58%	53.66%	40.00%	57.53%	75.00%	60.00%	56.25%
Non-Online	65.36%	68.72%	96.15%	64.29%	58.91%	92.00%	67.12%	72.39%	92.00%	69.46%	78.85%	100.00%	73.77%	76.29%
MGT 118														
Online											64.71%			68.75%
Non-Online											50.00%			48.28%
MGT 122														
Online				65.63%	73.33%		58.82%	64.52%		76.67%			72.73%	
Non-Online					54.55%		72.00%	81.48%		45.45%			85.19%	
MGT 124														
Online								76.47%						
Non-Online														
MKT 120														
Online		78.13%		75.86%	60.61%	86.67%	62.07%	59.38%	75.00%	36.67%	41.67%	85.71%	54.55%	52.94%
Non-Online		73.68%		70.83%	66.67%		77.14%	80.65%		52.17%	37.50%		52.17%	58.33%

MKT 130														
Online					75.86%		51.52%			59.38%			50.00%	
Non-Online														
MKT 150														
Online							68.42%			59.26%			52.94%	
Non-Online														

Course Success Rates for Certificate of Achievement in Accounting Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ACC 132														
Online				34.48%						82.35%			66.04%	25.93%
Non-Online														70.00%
ACC 134														
Online		63.16%									59.26%			62.50%
Non-Online														
ACC 137														
Online		63.16%		53.85%			50.00%							
Non-Online														
ACC 150														
Online							83.33%			77.27%			76.32%	85.00%
Non-Online														83.33%
ACC 155														
Online					68.97%			85.00%			72.73%			94.29%
Non-Online														
ACC 201														
Online	62.96%	64.52%	75.00%	56.90%	56.14%	82.69%	69.23%	50.00%	76.47%	50.00%	48.39%	75.00%	55.56%	60.00%
Non-Online	55.98%	63.59%	80.95%	60.78%	54.69%	80.95%	53.30%	54.45%	81.36%	60.79%	62.44%	89.29%	63.76%	63.33%
ACC 202														
Online	70.00%	65.38%	74.00%	51.72%	50.00%	63.64%	58.00%	56.36%	67.74%	50.00%	51.85%	61.11%	53.85%	76.00%
Non-Online	73.91%	81.65%	85.19%	84.34%	80.49%	90.16%	75.34%	74.07%	85.29%	78.49%	78.29%	90.00%	72.00%	71.96%
BUS 100														
Online	56.00%	45.00%		55.17%	56.00%		43.75%	70.83%		57.58%	61.76%		61.29%	
Non-Online	69.49%	88.46%		68.57%	45.45%		62.86%	62.07%		64.52%				
BUS 250														
Online					52.17%	71.43%		60.00%		72.00%	72.00%		65.22%	70.83%
Non-Online					79.17%	71.43%		82.35%		72.97%	81.58%		73.33%	46.94%
ENG 100														
Online	40.50%	38.75%	70.37%	58.24%	56.41%	68.09%	39.13%	54.17%	75.58%	48.04%	54.07%	76.92%	51.21%	42.55%
Non-Online	65.30%	61.41%	84.55%	56.54%	55.17%	82.84%	59.47%	63.47%	78.70%	64.01%	60.99%	80.82%	69.57%	58.97%
ENG 209														
Online		58.97%	84.91%	35.00%	76.32%	73.33%	59.21%	67.31%	89.42%	69.86%	56.14%	78.16%	63.64%	70.27%
Non-Online		96.15%	86.67%	79.31%	82.18%	83.93%	73.77%	92.08%		69.74%	82.83%		73.75%	89.36%
ESL 100														
Online	28.57%				41.67%									
Non-Online	85.54%				76.67%									

ICS 100														
Online	40.82%	50.85%	70.37%	33.33%	47.83%		45.59%	49.28%	92.00%	68.54%	67.35%	90.00%	58.57%	65.31%
Non-Online	62.33%	57.55%		59.52%	70.14%		68.75%	72.66%	92.31%	70.00%	59.06%	80.00%	65.61%	51.45%
ICS 101														
Online	62.79%	70.69%	75.86%	69.81%	44.90%	93.48%	47.73%	39.58%	53.66%	40.00%	57.53%	75.00%	60.00%	56.25%
Non-Online	65.36%	68.72%	96.15%	64.29%	58.91%	92.00%	67.12%	72.39%	92.00%	69.46%	78.85%	100.00%	73.77%	76.29%

Course Success Rates for AS in Paralegal Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ANTH 200														
Online	80.65%	69.70%	93.02%	71.43%	64.86%	72.55%	81.25%	82.35%	77.36%	74.24%	72.63%	80.00%	69.52%	72.22%
Non-Online	78.83%	71.79%		80.99%	76.42%	100.00%	72.79%	66.67%		76.12%	66.95%		84.62%	88.15%
BIOL 101														
Online							52.17%	78.13%		75.76%	69.70%		71.43%	75.68%
Non-Online							75.97%	76.92%		72.26%	74.12%		80.00%	72.05%
ECON 130														
Online							46.88%	18.75%		48.48%	50.00%		24.24%	36.36%
Non-Online							50.75%	49.00%		44.14%	50.00%		70.59%	61.96%
ENG 100														
Online	40.50%	38.75%	70.37%	58.24%	56.41%	68.09%	39.13%	54.17%	75.58%	48.04%	54.07%	76.92%	51.21%	42.55%
Non-Online	65.30%	61.41%	84.55%	56.54%	55.17%	82.84%	59.47%	63.47%	78.70%	64.01%	60.99%	80.82%	69.57%	58.97%
ENG 215														
Online	69.09%	62.96%	66.67%	57.41%	53.57%	71.43%	49.06%	66.67%	64.29%	48.28%	56.41%	74.19%	57.58%	84.38%
Non-Online				76.47%			66.67%			55.56%			82.76%	
ESL 100														
Online	28.57%				41.67%									
Non-Online	85.54%				76.67%									
ESS 100														
Online	61.29%			48.48%			62.50%	66.67%		46.67%	59.38%		71.88%	69.70%
Non-Online	65.63%			69.90%			72.07%	81.16%		67.59%	74.03%		67.14%	63.89%
FSHE 185														
Online	39.06%	56.10%	82.69%	52.17%	55.38%	78.00%	50.78%	66.67%	92.86%	52.15%	42.42%	88.37%	58.55%	55.63%
Non-Online	79.59%	81.31%	96.67%	74.62%	77.98%	88.89%	83.22%	81.90%	86.36%	73.94%	74.77%	94.44%	68.72%	72.00%
GEOG 101														
Online	73.42%	50.68%		71.21%	51.43%		61.64%	60.56%		64.18%	47.76%	83.33%	53.85%	47.14%
Non-Online	74.65%	72.06%		83.33%	79.71%		81.82%	88.73%		87.50%	89.04%	87.50%	76.47%	73.85%
GEOG 102														
Online	62.86%	61.43%		75.36%	69.12%		65.15%	67.19%		75.00%	64.38%	96.15%	65.57%	63.64%
Non-Online	87.67%	90.63%		79.21%	91.30%		81.05%	91.51%		83.65%	90.38%	100.00%	91.84%	80.41%
HWST 107														
Online	79.67%	77.84%	90.68%	77.00%	80.28%	90.48%	84.23%	87.17%	94.40%	81.23%	79.15%	95.08%	76.11%	79.23%
Non-Online	78.49%	80.75%	77.78%	78.01%	84.75%	94.34%	88.36%	84.64%	87.72%	76.13%	71.59%	86.67%	67.31%	78.21%
LAW 101														
Online					59.09%			81.48%			70.97%		63.33%	59.26%
Non-Online													76.19%	70.59%

LAW 105														
Online										86.21%			69.49%	
Non-Online														
LAW 141														
Online														60.00%
Non-Online														
LAW 181														
Online												85.71%		
Non-Online														
LAW 203														
Online													66.67%	
Non-Online														
LAW 282														
Online							63.64%							64.29%
Non-Online														
PHIL 110														
Online		53.33%	60.47%	57.69%	56.67%	78.57%	44.83%	58.33%		46.43%	46.88%		47.06%	48.94%
Non-Online		38.30%	68.42%	58.72%	65.18%	69.44%	44.27%	53.00%		43.61%	72.15%		44.44%	70.69%
PSY 100														
Online	58.33%	64.62%	62.50%	64.65%	54.21%	82.61%	77.78%	50.00%	88.89%	68.29%	70.83%	92.16%	80.31%	63.58%
Non-Online	74.37%	69.97%	82.54%	75.27%	75.61%	95.24%	70.23%	68.09%	86.11%	75.00%	70.05%	63.64%	66.67%	67.32%
SOC 100														
Online		67.74%		61.29%	58.62%	78.13%	56.90%	56.25%	68.42%	53.62%	44.44%	84.00%	58.33%	55.88%
Non-Online		69.23%		57.66%	74.83%	83.33%	60.00%	64.62%		65.22%	66.43%		60.61%	73.68%

Course Success Rates for AS in Natural Science Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ANTH 200														
Online	80.65%	69.70%	93.02%	71.43%	64.86%	72.55%	81.25%	82.35%	77.36%	74.24%	72.63%	80.00%	69.52%	72.22%
Non-Online	78.83%	71.79%		80.99%	76.42%	100.00%	72.79%	66.67%		76.12%	66.95%		84.62%	88.15%
BIOL 171														
Online	27.59%			22.58%	30.30%		25.00%	48.39%		44.12%	37.84%		56.76%	
Non-Online	35.71%			46.43%	54.90%		55.56%	47.06%		49.25%	52.63%		58.33%	
BIOL 172														
Online	46.67%			50.00%	44.44%		47.37%	66.67%		58.33%	60.00%		60.00%	
Non-Online	50.00%			100.00%	50.00%		70.00%	86.67%		83.33%	74.19%		62.07%	
CE 270														
Online				66.67%	61.90%		76.00%	71.43%		62.07%				
Non-Online														
CHEM 161														
Online										60.00%	46.97%		55.38%	45.83%
Non-Online										52.71%	67.90%		65.29%	65.07%
CHEM 162														
Online											68.75%		74.29%	71.43%
Non-Online											60.00%		49.15%	43.14%
EALL 261														
Online													89.47%	
Non-Online														
EALL 262														
Online											70.59%			88.89%
Non-Online														
ECON 120														
Online							26.67%	14.29%		35.48%	21.88%		31.43%	16.00%
Non-Online							55.56%	54.41%		67.14%	17.46%		52.00%	47.52%
ECON 130														
Online							46.88%	18.75%		48.48%	50.00%		24.24%	36.36%
Non-Online							50.75%	49.00%		44.14%	50.00%		70.59%	61.96%
ECON 131														
Online							58.62%	70.59%		31.25%	37.04%		77.78%	35.29%
Non-Online							66.67%	58.82%		70.59%	60.00%		90.91%	70.37%
ENG 100														
Online	40.50%	38.75%	70.37%	58.24%	56.41%	68.09%	39.13%	54.17%	75.58%	48.04%	54.07%	76.92%	51.21%	42.55%
Non-Online	65.30%	61.41%	84.55%	56.54%	55.17%	82.84%	59.47%	63.47%	78.70%	64.01%	60.99%	80.82%	69.57%	58.97%

ENG 209														
Online		58.97%	84.91%	35.00%	76.32%	73.33%	59.21%	67.31%	89.42%	69.86%	56.14%	78.16%	63.64%	70.27%
Non-Online		96.15%	86.67%	79.31%	82.18%	83.93%	73.77%	92.08%		69.74%	82.83%		73.75%	89.36%
ENG 215														
Online	69.09%	62.96%	66.67%	57.41%	53.57%	71.43%	49.06%	66.67%	64.29%	48.28%	56.41%	74.19%	57.58%	84.38%
Non-Online				76.47%			66.67%			55.56%			82.76%	
ENG 225														
Online				83.33%	52.63%		45.00%	73.68%		46.67%	58.82%		73.33%	58.82%
Non-Online														
FAMR 230														
Online		75.76%	74.19%	58.46%	69.86%	90.32%	70.97%	75.49%	81.48%	77.50%	58.93%	92.86%	60.11%	53.59%
Non-Online		76.59%	97.26%	75.53%	76.89%	80.28%	67.25%	77.74%	96.67%	72.12%	69.87%	93.55%	72.88%	72.87%
GEOG 102														
Online	62.86%	61.43%		75.36%	69.12%		65.15%	67.19%		75.00%	64.38%	96.15%	65.57%	63.64%
Non-Online	87.67%	90.63%		79.21%	91.30%		81.05%	91.51%		83.65%	90.38%	100.00%	91.84%	80.41%
GEOG 151														
Online							67.74%	76.47%		85.29%	80.00%		74.29%	85.29%
Non-Online							81.82%	93.94%		80.56%	70.27%		97.06%	87.50%
HIST 151														
Online	67.65%	66.67%	85.29%	68.75%	85.29%	80.00%	46.88%	60.61%	82.86%	56.25%	52.17%	60.66%	59.79%	67.65%
Non-Online	64.47%	64.41%	78.95%	60.73%	56.57%	89.80%	59.00%	57.60%	78.05%	55.44%	55.10%	83.33%	58.97%	55.56%
HIST 152														
Online	71.88%	79.41%	81.25%	63.64%	74.29%	65.52%	50.77%	51.43%	81.82%	50.75%	64.71%	88.24%	56.72%	51.52%
Non-Online	67.63%	63.11%	82.05%	67.44%	60.68%	100.00%	67.46%	64.07%		64.05%	61.57%		66.05%	61.68%
HIST 282														
Online												83.33%		61.90%
Non-Online														78.95%
HLTH 270														
Online				94.44%	86.67%			76.47%		93.33%	100.00%		85.71%	83.87%
Non-Online														
HWST 100														
Online				74.07%					96.30%					
Non-Online				63.54%										
HWST 107														
Online	79.67%	77.84%	90.68%	77.00%	80.28%	90.48%	84.23%	87.17%	94.40%	81.23%	79.15%	95.08%	76.11%	79.23%
Non-Online	78.49%	80.75%	77.78%	78.01%	84.75%	94.34%	88.36%	84.64%	87.72%	76.13%	71.59%	86.67%	67.31%	78.21%
HWST 210														
Online							100.00%			90.48%	92.31%			
Non-Online														
HWST 216														
Online						95.45%	91.11%			89.13%	89.80%			
Non-Online														

ICS 101														
Online	62.79%	70.69%	75.86%	69.81%	44.90%	93.48%	47.73%	39.58%	53.66%	40.00%	57.53%	75.00%	60.00%	56.25%
Non-Online	65.36%	68.72%	96.15%	64.29%	58.91%	92.00%	67.12%	72.39%	92.00%	69.46%	78.85%	100.00%	73.77%	76.29%
JOUR 205														
Online							77.78%							
Non-Online							100.00%							
JPNS 131														
Online				66.67%	33.33%		64.71%	52.94%		76.19%			65.00%	
Non-Online								59.38%						
LLEA 239														
Online												77.78%		
Non-Online														
MUS 170														
Online					47.83%		58.70%	76.60%		59.09%	65.96%	100.00%	84.78%	68.06%
Non-Online														
PACS 108														
Online									85.71%	65.00%			61.82%	37.14%
Non-Online										40.32%			64.15%	64.15%
PHIL 213														
Online													46.67%	
Non-Online														
PHYS 170														
Online											30.77%		33.33%	45.83%
Non-Online											37.04%		65.52%	85.71%
POLS 110														
Online											72.73%		46.43%	68.97%
Non-Online											67.65%		56.76%	65.63%
POLS 120														
Online					50.00%		52.00%	50.00%						
Non-Online							71.43%							
POLS 130														
Online			63.16%	70.97%		78.57%	58.82%				72.73%		73.33%	31.25%
Non-Online				58.82%			35.00%				80.77%		61.29%	55.56%
PSY 100														
Online	58.33%	64.62%	62.50%	64.65%	54.21%	82.61%	77.78%	50.00%	88.89%	68.29%	70.83%	92.16%	80.31%	63.58%
Non-Online	74.37%	69.97%	82.54%	75.27%	75.61%	95.24%	70.23%	68.09%	86.11%	75.00%	70.05%	63.64%	66.67%	67.32%
PSY 240														
Online				79.49%		95.65%		74.29%	85.19%		89.71%	95.83%	55.17%	37.93%
Non-Online													75.76%	
PSY 270														
Online													100.00%	
Non-Online														

REL 150														
Online							73.13%	81.16%	87.50%	71.69%	84.09%	93.33%	91.79%	74.68%
Non-Online							72.98%	70.67%		69.95%	63.94%		68.78%	69.92%
SOC 100														
Online		67.74%		61.29%	58.62%	78.13%	56.90%	56.25%	68.42%	53.62%	44.44%	84.00%	58.33%	55.88%
Non-Online		69.23%		57.66%	74.83%	83.33%	60.00%	64.62%		65.22%	66.43%		60.61%	73.68%
ZOOL 141														
Online	36.89%	51.94%	72.06%	48.96%	61.62%	82.22%	58.82%	60.19%	77.66%	67.86%	64.24%	73.81%	57.47%	42.67%
Non-Online	54.34%	58.82%	76.38%	50.52%	67.47%	86.73%	52.59%	68.79%	89.80%	55.00%	59.21%	85.54%	62.76%	65.11%
ZOOL 141L														
Online	56.74%	57.28%						80.00%	63.16%	62.50%	67.44%	73.33%	71.88%	40.85%
Non-Online	64.97%	71.94%						74.55%	89.29%	74.06%	72.88%	86.87%	70.73%	77.37%
ZOOL 142														
Online	85.00%	82.95%		73.13%	56.18%	86.21%	67.27%	59.00%	73.33%	60.27%	75.49%	67.39%	61.21%	63.73%
Non-Online	64.07%	77.05%		79.72%	74.68%	91.30%	79.43%	77.59%	90.36%	81.77%	71.78%	76.36%	74.03%	77.04%
ZOOL 142L														
Online	66.06%	72.58%						68.75%	96.77%	78.26%	69.77%	78.95%	69.23%	60.00%
Non-Online	69.09%	82.64%						86.17%	96.36%	83.33%	83.98%	88.89%	87.58%	87.91%

Course Success Rates for AS in Marketing Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ACC 201														
Online	62.96%	64.52%	75.00%	56.90%	56.14%	82.69%	69.23%	50.00%	76.47%	50.00%	48.39%	75.00%	55.56%	60.00%
Non-Online	55.98%	63.59%	80.95%	60.78%	54.69%	80.95%	53.30%	54.45%	81.36%	60.79%	62.44%	89.29%	63.76%	63.33%
BIOL 101														
Online							52.17%	78.13%		75.76%	69.70%		71.43%	75.68%
Non-Online							75.97%	76.92%		72.26%	74.12%		80.00%	72.05%
BUS 100														
Online	56.00%	45.00%		55.17%	56.00%		43.75%	70.83%		57.58%	61.76%		61.29%	
Non-Online	69.49%	88.46%		68.57%	45.45%		62.86%	62.07%		64.52%				
BUS 120														
Online				80.00%	78.79%		69.44%	70.00%		80.56%	84.85%		70.59%	76.47%
Non-Online				57.14%	22.73%		88.33%	68.33%		64.56%	68.18%		66.67%	63.08%
BUS 250														
Online					52.17%	71.43%		60.00%		72.00%	72.00%		65.22%	70.83%
Non-Online					79.17%	71.43%		82.35%		72.97%	81.58%		73.33%	46.94%
ECON 130														
Online							46.88%	18.75%		48.48%	50.00%		24.24%	36.36%
Non-Online							50.75%	49.00%		44.14%	50.00%		70.59%	61.96%
ECON 131														
Online							58.62%	70.59%		31.25%	37.04%		77.78%	35.29%
Non-Online							66.67%	58.82%		70.59%	60.00%		90.91%	70.37%
ENG 100														
Online	40.50%	38.75%	70.37%	58.24%	56.41%	68.09%	39.13%	54.17%	75.58%	48.04%	54.07%	76.92%	51.21%	42.55%
Non-Online	65.30%	61.41%	84.55%	56.54%	55.17%	82.84%	59.47%	63.47%	78.70%	64.01%	60.99%	80.82%	69.57%	58.97%
ENG 209														
Online		58.97%	84.91%	35.00%	76.32%	73.33%	59.21%	67.31%	89.42%	69.86%	56.14%	78.16%	63.64%	70.27%
Non-Online		96.15%	86.67%	79.31%	82.18%	83.93%	73.77%	92.08%		69.74%	82.83%		73.75%	89.36%
ESL 100														
Online	28.57%				41.67%									
Non-Online	85.54%				76.67%									
ESS 100														
Online	61.29%			48.48%			62.50%	66.67%		46.67%	59.38%		71.88%	69.70%
Non-Online	65.63%			69.90%			72.07%	81.16%		67.59%	74.03%		67.14%	63.89%
FSHE 185														
Online	39.06%	56.10%	82.69%	52.17%	55.38%	78.00%	50.78%	66.67%	92.86%	52.15%	42.42%	88.37%	58.55%	55.63%
Non-Online	79.59%	81.31%	96.67%	74.62%	77.98%	88.89%	83.22%	81.90%	86.36%	73.94%	74.77%	94.44%	68.72%	72.00%

GEOG 101														
Online	73.42%	50.68%		71.21%	51.43%		61.64%	60.56%		64.18%	47.76%	83.33%	53.85%	47.14%
Non-Online	74.65%	72.06%		83.33%	79.71%		81.82%	88.73%		87.50%	89.04%	87.50%	76.47%	73.85%
HWST 107														
Online	79.67%	77.84%	90.68%	77.00%	80.28%	90.48%	84.23%	87.17%	94.40%	81.23%	79.15%	95.08%	76.11%	79.23%
Non-Online	78.49%	80.75%	77.78%	78.01%	84.75%	94.34%	88.36%	84.64%	87.72%	76.13%	71.59%	86.67%	67.31%	78.21%
ICS 100														
Online	40.82%	50.85%	70.37%	33.33%	47.83%		45.59%	49.28%	92.00%	68.54%	67.35%	90.00%	58.57%	65.31%
Non-Online	62.33%	57.55%		59.52%	70.14%		68.75%	72.66%	92.31%	70.00%	59.06%	80.00%	65.61%	51.45%
ICS 101														
Online	62.79%	70.69%	75.86%	69.81%	44.90%	93.48%	47.73%	39.58%	53.66%	40.00%	57.53%	75.00%	60.00%	56.25%
Non-Online	65.36%	68.72%	96.15%	64.29%	58.91%	92.00%	67.12%	72.39%	92.00%	69.46%	78.85%	100.00%	73.77%	76.29%
MGT 118														
Online											64.71%			68.75%
Non-Online											50.00%			48.28%
MGT 122														
Online				65.63%	73.33%		58.82%	64.52%		76.67%			72.73%	
Non-Online					54.55%		72.00%	81.48%		45.45%			85.19%	
MGT 124														
Online								76.47%						
Non-Online														
MKT 120														
Online		78.13%		75.86%	60.61%	86.67%	62.07%	59.38%	75.00%	36.67%	41.67%	85.71%	54.55%	52.94%
Non-Online		73.68%		70.83%	66.67%		77.14%	80.65%		52.17%	37.50%		52.17%	58.33%
MKT 130														
Online					75.86%		51.52%			59.38%			50.00%	
Non-Online														
MKT 150														
Online							68.42%			59.26%			52.94%	
Non-Online														

Course Success Rates for AS in Information Technology Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ACC 201														
Online	62.96%	64.52%	75.00%	56.90%	56.14%	82.69%	69.23%	50.00%	76.47%	50.00%	48.39%	75.00%	55.56%	60.00%
Non-Online	55.98%	63.59%	80.95%	60.78%	54.69%	80.95%	53.30%	54.45%	81.36%	60.79%	62.44%	89.29%	63.76%	63.33%
BIOL 101														
Online							52.17%	78.13%		75.76%	69.70%		71.43%	75.68%
Non-Online							75.97%	76.92%		72.26%	74.12%		80.00%	72.05%
BUS 100														
Online	56.00%	45.00%		55.17%	56.00%		43.75%	70.83%		57.58%	61.76%		61.29%	
Non-Online	69.49%	88.46%		68.57%	45.45%		62.86%	62.07%		64.52%				
BUS 120														
Online				80.00%	78.79%		69.44%	70.00%		80.56%	84.85%		70.59%	76.47%
Non-Online				57.14%	22.73%		88.33%	68.33%		64.56%	68.18%		66.67%	63.08%
BUS 250														
Online					52.17%	71.43%		60.00%		72.00%	72.00%		65.22%	70.83%
Non-Online					79.17%	71.43%		82.35%		72.97%	81.58%		73.33%	46.94%
ECON 130														
Online							46.88%	18.75%		48.48%	50.00%		24.24%	36.36%
Non-Online							50.75%	49.00%		44.14%	50.00%		70.59%	61.96%
ECON 131														
Online							58.62%	70.59%		31.25%	37.04%		77.78%	35.29%
Non-Online							66.67%	58.82%		70.59%	60.00%		90.91%	70.37%
ENG 100														
Online	40.50%	38.75%	70.37%	58.24%	56.41%	68.09%	39.13%	54.17%	75.58%	48.04%	54.07%	76.92%	51.21%	42.55%
Non-Online	65.30%	61.41%	84.55%	56.54%	55.17%	82.84%	59.47%	63.47%	78.70%	64.01%	60.99%	80.82%	69.57%	58.97%
ESL 100														
Online	28.57%				41.67%									
Non-Online	85.54%				76.67%									
ESS 100														
Online	61.29%			48.48%			62.50%	66.67%		46.67%	59.38%		71.88%	69.70%
Non-Online	65.63%			69.90%			72.07%	81.16%		67.59%	74.03%		67.14%	63.89%
FSHE 185														
Online	39.06%	56.10%	82.69%	52.17%	55.38%	78.00%	50.78%	66.67%	92.86%	52.15%	42.42%	88.37%	58.55%	55.63%
Non-Online	79.59%	81.31%	96.67%	74.62%	77.98%	88.89%	83.22%	81.90%	86.36%	73.94%	74.77%	94.44%	68.72%	72.00%
GEOG 101														
Online	73.42%	50.68%		71.21%	51.43%		61.64%	60.56%		64.18%	47.76%	83.33%	53.85%	47.14%
Non-Online	74.65%	72.06%		83.33%	79.71%		81.82%	88.73%		87.50%	89.04%	87.50%	76.47%	73.85%

HWST 107														
Online	79.67%	77.84%	90.68%	77.00%	80.28%	90.48%	84.23%	87.17%	94.40%	81.23%	79.15%	95.08%	76.11%	79.23%
Non-Online	78.49%	80.75%	77.78%	78.01%	84.75%	94.34%	88.36%	84.64%	87.72%	76.13%	71.59%	86.67%	67.31%	78.21%
ICS 100														
Online	40.82%	50.85%	70.37%	33.33%	47.83%		45.59%	49.28%	92.00%	68.54%	67.35%	90.00%	58.57%	65.31%
Non-Online	62.33%	57.55%		59.52%	70.14%		68.75%	72.66%	92.31%	70.00%	59.06%	80.00%	65.61%	51.45%
ICS 101														
Online	62.79%	70.69%	75.86%	69.81%	44.90%	93.48%	47.73%	39.58%	53.66%	40.00%	57.53%	75.00%	60.00%	56.25%
Non-Online	65.36%	68.72%	96.15%	64.29%	58.91%	92.00%	67.12%	72.39%	92.00%	69.46%	78.85%	100.00%	73.77%	76.29%
ITS 129														
Online														90.48%
Non-Online														91.30%

Course Success Rates for AS in Accounting Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ACC 132														
Online				34.48%						82.35%			66.04%	25.93%
Non-Online														70.00%
ACC 134														
Online		63.16%									59.26%			62.50%
Non-Online														
ACC 137														
Online		63.16%		53.85%			50.00%							
Non-Online														
ACC 150														
Online							83.33%			77.27%			76.32%	85.00%
Non-Online														83.33%
ACC 155														
Online					68.97%			85.00%			72.73%			94.29%
Non-Online														
ACC 201														
Online	62.96%	64.52%	75.00%	56.90%	56.14%	82.69%	69.23%	50.00%	76.47%	50.00%	48.39%	75.00%	55.56%	60.00%
Non-Online	55.98%	63.59%	80.95%	60.78%	54.69%	80.95%	53.30%	54.45%	81.36%	60.79%	62.44%	89.29%	63.76%	63.33%
ACC 202														
Online	70.00%	65.38%	74.00%	51.72%	50.00%	63.64%	58.00%	56.36%	67.74%	50.00%	51.85%	61.11%	53.85%	76.00%
Non-Online	73.91%	81.65%	85.19%	84.34%	80.49%	90.16%	75.34%	74.07%	85.29%	78.49%	78.29%	90.00%	72.00%	71.96%
BIOL 101														
Online							52.17%	78.13%		75.76%	69.70%		71.43%	75.68%
Non-Online							75.97%	76.92%		72.26%	74.12%		80.00%	72.05%
BLAW 200														
Online	75.00%	70.97%	70.00%	75.86%	86.67%	80.00%	62.86%	78.95%	90.00%	64.52%	83.87%	84.21%	84.38%	83.33%
Non-Online	68.66%	82.30%	87.50%	76.00%	78.16%	96.15%	77.45%	85.23%	100.00%	77.61%	73.75%		83.56%	74.24%
BUS 100														
Online	56.00%	45.00%		55.17%	56.00%		43.75%	70.83%		57.58%	61.76%		61.29%	
Non-Online	69.49%	88.46%		68.57%	45.45%		62.86%	62.07%		64.52%				
BUS 120														
Online				80.00%	78.79%		69.44%	70.00%		80.56%	84.85%		70.59%	76.47%
Non-Online				57.14%	22.73%		88.33%	68.33%		64.56%	68.18%		66.67%	63.08%
BUS 250														
Online					52.17%	71.43%		60.00%		72.00%	72.00%		65.22%	70.83%
Non-Online					79.17%	71.43%		82.35%		72.97%	81.58%		73.33%	46.94%

ECON 130														
Online							46.88%	18.75%		48.48%	50.00%		24.24%	36.36%
Non-Online							50.75%	49.00%		44.14%	50.00%		70.59%	61.96%
ECON 131														
Online							58.62%	70.59%		31.25%	37.04%		77.78%	35.29%
Non-Online							66.67%	58.82%		70.59%	60.00%		90.91%	70.37%
ENG 100														
Online	40.50%	38.75%	70.37%	58.24%	56.41%	68.09%	39.13%	54.17%	75.58%	48.04%	54.07%	76.92%	51.21%	42.55%
Non-Online	65.30%	61.41%	84.55%	56.54%	55.17%	82.84%	59.47%	63.47%	78.70%	64.01%	60.99%	80.82%	69.57%	58.97%
ENG 209														
Online		58.97%	84.91%	35.00%	76.32%	73.33%	59.21%	67.31%	89.42%	69.86%	56.14%	78.16%	63.64%	70.27%
Non-Online		96.15%	86.67%	79.31%	82.18%	83.93%	73.77%	92.08%		69.74%	82.83%		73.75%	89.36%
ENT 125														
Online										70.59%	35.48%		56.67%	53.13%
Non-Online										62.16%	36.73%		57.50%	46.51%
ESL 100														
Online	28.57%				41.67%									
Non-Online	85.54%				76.67%									
ESS 100														
Online	61.29%			48.48%			62.50%	66.67%		46.67%	59.38%		71.88%	69.70%
Non-Online	65.63%			69.90%			72.07%	81.16%		67.59%	74.03%		67.14%	63.89%
FSHE 185														
Online	39.06%	56.10%	82.69%	52.17%	55.38%	78.00%	50.78%	66.67%	92.86%	52.15%	42.42%	88.37%	58.55%	55.63%
Non-Online	79.59%	81.31%	96.67%	74.62%	77.98%	88.89%	83.22%	81.90%	86.36%	73.94%	74.77%	94.44%	68.72%	72.00%
GEOG 101														
Online	73.42%	50.68%		71.21%	51.43%		61.64%	60.56%		64.18%	47.76%	83.33%	53.85%	47.14%
Non-Online	74.65%	72.06%		83.33%	79.71%		81.82%	88.73%		87.50%	89.04%	87.50%	76.47%	73.85%
GEOG 102														
Online	62.86%	61.43%		75.36%	69.12%		65.15%	67.19%		75.00%	64.38%	96.15%	65.57%	63.64%
Non-Online	87.67%	90.63%		79.21%	91.30%		81.05%	91.51%		83.65%	90.38%	100.00%	91.84%	80.41%
HWST 107														
Online	79.67%	77.84%	90.68%	77.00%	80.28%	90.48%	84.23%	87.17%	94.40%	81.23%	79.15%	95.08%	76.11%	79.23%
Non-Online	78.49%	80.75%	77.78%	78.01%	84.75%	94.34%	88.36%	84.64%	87.72%	76.13%	71.59%	86.67%	67.31%	78.21%
ICS 100														
Online	40.82%	50.85%	70.37%	33.33%	47.83%		45.59%	49.28%	92.00%	68.54%	67.35%	90.00%	58.57%	65.31%
Non-Online	62.33%	57.55%		59.52%	70.14%		68.75%	72.66%	92.31%	70.00%	59.06%	80.00%	65.61%	51.45%
ICS 101														
Online	62.79%	70.69%	75.86%	69.81%	44.90%	93.48%	47.73%	39.58%	53.66%	40.00%	57.53%	75.00%	60.00%	56.25%
Non-Online	65.36%	68.72%	96.15%	64.29%	58.91%	92.00%	67.12%	72.39%	92.00%	69.46%	78.85%	100.00%	73.77%	76.29%
ITS 129														
Online														90.48%
Non-Online														91.30%

MGT 122														
Online				65.63%	73.33%		58.82%	64.52%		76.67%			72.73%	
Non-Online					54.55%		72.00%	81.48%		45.45%			85.19%	
MGT 124														
Online								76.47%						
Non-Online														
MKT 120														
Online		78.13%		75.86%	60.61%	86.67%	62.07%	59.38%	75.00%	36.67%	41.67%	85.71%	54.55%	52.94%
Non-Online		73.68%		70.83%	66.67%		77.14%	80.65%		52.17%	37.50%		52.17%	58.33%
MKT 130														
Online					75.86%		51.52%			59.38%			50.00%	
Non-Online														
MKT 150														
Online							68.42%			59.26%			52.94%	
Non-Online														
PSY 100														
Online	58.33%	64.62%	62.50%	64.65%	54.21%	82.61%	77.78%	50.00%	88.89%	68.29%	70.83%	92.16%	80.31%	63.58%
Non-Online	74.37%	69.97%	82.54%	75.27%	75.61%	95.24%	70.23%	68.09%	86.11%	75.00%	70.05%	63.64%	66.67%	67.32%
SOC 100														
Online		67.74%		61.29%	58.62%	78.13%	56.90%	56.25%	68.42%	53.62%	44.44%	84.00%	58.33%	55.88%
Non-Online		69.23%		57.66%	74.83%	83.33%	60.00%	64.62%		65.22%	66.43%		60.61%	73.68%

Course Success Rates for AA in Liberal Arts Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%
ANTH 200														
Online	80.65%	69.70%	93.02%	71.43%	64.86%	72.55%	81.25%	82.35%	77.36%	74.24%	72.63%	80.00%	69.52%	72.22%
Non-Online	78.83%	71.79%		80.99%	76.42%	100.00%	72.79%	66.67%		76.12%	66.95%		84.62%	88.15%
BIOL 130														
Online	40.00%			54.32%	42.53%	43.75%	52.31%	40.00%	63.16%	51.11%	43.94%	66.67%	43.94%	42.39%
Non-Online	49.53%			48.80%	49.71%	73.33%	52.05%	32.35%	80.00%	49.63%	35.29%	61.54%	36.36%	31.18%
BIOL 130L														
Online	47.62%	21.05%		57.14%	54.24%	57.14%	64.18%	42.86%	68.75%	47.83%	36.00%	71.43%	54.29%	52.24%
Non-Online	46.43%	57.89%		61.29%	50.00%	92.31%	46.88%	39.66%	77.78%	43.10%	36.51%	52.63%	31.58%	33.33%
BIOL 171														
Online	27.59%			22.58%	30.30%		25.00%	48.39%		44.12%	37.84%		56.76%	
Non-Online	35.71%			46.43%	54.90%		55.56%	47.06%		49.25%	52.63%		58.33%	
BIOL 172														
Online	46.67%			50.00%	44.44%		47.37%	66.67%		58.33%	60.00%		60.00%	
Non-Online	50.00%			100.00%	50.00%		70.00%	86.67%		83.33%	74.19%		62.07%	
BUS 100														
Online	56.00%	45.00%		55.17%	56.00%		43.75%	70.83%		57.58%	61.76%		61.29%	
Non-Online	69.49%	88.46%		68.57%	45.45%		62.86%	62.07%		64.52%				
BUS 250														
Online					52.17%	71.43%		60.00%		72.00%	72.00%		65.22%	70.83%
Non-Online					79.17%	71.43%		82.35%		72.97%	81.58%		73.33%	46.94%
CE 270														
Online				66.67%	61.90%		76.00%	71.43%		62.07%				
Non-Online														
CHEM 100														
Online								35.71%	50.00%	34.38%	63.64%	69.23%	48.39%	55.77%
Non-Online								51.32%	76.47%	52.73%	62.73%	76.67%	51.52%	50.91%
CHEM 161														
Online										60.00%	46.97%		55.38%	45.83%
Non-Online										52.71%	67.90%		65.29%	65.07%
CHEM 162														
Online											68.75%		74.29%	71.43%
Non-Online											60.00%		49.15%	43.14%
EALL 261														
Online													89.47%	
Non-Online														

EALL 262														
Online											70.59%			88.89%
Non-Online														
ECON 120														
Online							26.67%	14.29%		35.48%	21.88%		31.43%	16.00%
Non-Online							55.56%	54.41%		67.14%	17.46%		52.00%	47.52%
ECON 130														
Online							46.88%	18.75%		48.48%	50.00%		24.24%	36.36%
Non-Online							50.75%	49.00%		44.14%	50.00%		70.59%	61.96%
ECON 131														
Online							58.62%	70.59%		31.25%	37.04%		77.78%	35.29%
Non-Online							66.67%	58.82%		70.59%	60.00%		90.91%	70.37%
ENG 100														
Online	40.50%	38.75%	70.37%	58.24%	56.41%	68.09%	39.13%	54.17%	75.58%	48.04%	54.07%	76.92%	51.21%	42.55%
Non-Online	65.30%	61.41%	84.55%	56.54%	55.17%	82.84%	59.47%	63.47%	78.70%	64.01%	60.99%	80.82%	69.57%	58.97%
ENG 209														
Online		58.97%	84.91%	35.00%	76.32%	73.33%	59.21%	67.31%	89.42%	69.86%	56.14%	78.16%	63.64%	70.27%
Non-Online		96.15%	86.67%	79.31%	82.18%	83.93%	73.77%	92.08%		69.74%	82.83%		73.75%	89.36%
ENG 215														
Online	69.09%	62.96%	66.67%	57.41%	53.57%	71.43%	49.06%	66.67%	64.29%	48.28%	56.41%	74.19%	57.58%	84.38%
Non-Online				76.47%			66.67%			55.56%			82.76%	
ENG 225														
Online				83.33%	52.63%		45.00%	73.68%		46.67%	58.82%		73.33%	58.82%
Non-Online														
ESL 100														
Online	28.57%				41.67%									
Non-Online	85.54%				76.67%									
ESS 100														
Online	61.29%			48.48%			62.50%	66.67%		46.67%	59.38%		71.88%	69.70%
Non-Online	65.63%			69.90%			72.07%	81.16%		67.59%	74.03%		67.14%	63.89%
FAMR 230														
Online		75.76%	74.19%	58.46%	69.86%	90.32%	70.97%	75.49%	81.48%	77.50%	58.93%	92.86%	60.11%	53.59%
Non-Online		76.59%	97.26%	75.53%	76.89%	80.28%	67.25%	77.74%	96.67%	72.12%	69.87%	93.55%	72.88%	72.87%
FSHE 185														
Online	39.06%	56.10%	82.69%	52.17%	55.38%	78.00%	50.78%	66.67%	92.86%	52.15%	42.42%	88.37%	58.55%	55.63%
Non-Online	79.59%	81.31%	96.67%	74.62%	77.98%	88.89%	83.22%	81.90%	86.36%	73.94%	74.77%	94.44%	68.72%	72.00%
GEOG 101														
Online	73.42%	50.68%		71.21%	51.43%		61.64%	60.56%		64.18%	47.76%	83.33%	53.85%	47.14%
Non-Online	74.65%	72.06%		83.33%	79.71%		81.82%	88.73%		87.50%	89.04%	87.50%	76.47%	73.85%
GEOG 101L														
Online	90.00%			100.00%	94.74%		91.67%			77.78%			90.48%	85.00%
Non-Online	97.50%			100.00%	94.59%		94.59%			92.68%			97.62%	90.48%

GEOG 102														
Online	62.86%	61.43%		75.36%	69.12%		65.15%	67.19%		75.00%	64.38%	96.15%	65.57%	63.64%
Non-Online	87.67%	90.63%		79.21%	91.30%		81.05%	91.51%		83.65%	90.38%	100.00%	91.84%	80.41%
GEOG 151														
Online							67.74%	76.47%		85.29%	80.00%		74.29%	85.29%
Non-Online							81.82%	93.94%		80.56%	70.27%		97.06%	87.50%
HIST 151														
Online	67.65%	66.67%	85.29%	68.75%	85.29%	80.00%	46.88%	60.61%	82.86%	56.25%	52.17%	60.66%	59.79%	67.65%
Non-Online	64.47%	64.41%	78.95%	60.73%	56.57%	89.80%	59.00%	57.60%	78.05%	55.44%	55.10%	83.33%	58.97%	55.56%
HIST 152														
Online	71.88%	79.41%	81.25%	63.64%	74.29%	65.52%	50.77%	51.43%	81.82%	50.75%	64.71%	88.24%	56.72%	51.52%
Non-Online	67.63%	63.11%	82.05%	67.44%	60.68%	100.00%	67.46%	64.07%		64.05%	61.57%		66.05%	61.68%
HIST 282														
Online												83.33%		61.90%
Non-Online														78.95%
HLTH 270														
Online				94.44%	86.67%			76.47%		93.33%	100.00%		85.71%	83.87%
Non-Online														
HWST 100														
Online				74.07%					96.30%					
Non-Online				63.54%										
HWST 107														
Online	79.67%	77.84%	90.68%	77.00%	80.28%	90.48%	84.23%	87.17%	94.40%	81.23%	79.15%	95.08%	76.11%	79.23%
Non-Online	78.49%	80.75%	77.78%	78.01%	84.75%	94.34%	88.36%	84.64%	87.72%	76.13%	71.59%	86.67%	67.31%	78.21%
HWST 210														
Online							100.00%			90.48%	92.31%			
Non-Online														
HWST 216														
Online						95.45%	91.11%			89.13%	89.80%			
Non-Online														
JOUR 205														
Online							77.78%							
Non-Online							100.00%							
JPNS 131														
Online				66.67%	33.33%		64.71%	52.94%		76.19%			65.00%	
Non-Online								59.38%						
LLEA 239														
Online												77.78%		
Non-Online														
MATH 103														
Online										51.52%	60.00%	58.62%	58.06%	40.00%
Non-Online										64.38%	52.38%	76.47%	57.23%	57.95%

MATH 135														
Online								63.64%		50.00%	59.38%	50.00%	66.67%	53.33%
Non-Online								53.97%		53.70%	49.01%	86.36%	72.86%	38.67%
MATH 140														
Online													65.08%	28.13%
Non-Online													65.67%	76.32%
MUS 170														
Online					47.83%		58.70%	76.60%		59.09%	65.96%	100.00%	84.78%	68.06%
Non-Online														
PACS 108														
Online									85.71%	65.00%			61.82%	37.14%
Non-Online										40.32%			64.15%	64.15%
PHIL 110														
Online		53.33%	60.47%	57.69%	56.67%	78.57%	44.83%	58.33%		46.43%	46.88%		47.06%	48.94%
Non-Online		38.30%	68.42%	58.72%	65.18%	69.44%	44.27%	53.00%		43.61%	72.15%		44.44%	70.69%
PHIL 213														
Online													46.67%	
Non-Online														
PHYS 170														
Online											30.77%		33.33%	45.83%
Non-Online											37.04%		65.52%	85.71%
POLS 110														
Online											72.73%		46.43%	68.97%
Non-Online											67.65%		56.76%	65.63%
POLS 120														
Online					50.00%		52.00%	50.00%						
Non-Online							71.43%							
POLS 130														
Online			63.16%	70.97%		78.57%	58.82%				72.73%		73.33%	31.25%
Non-Online				58.82%			35.00%				80.77%		61.29%	55.56%
PSY 100														
Online	58.33%	64.62%	62.50%	64.65%	54.21%	82.61%	77.78%	50.00%	88.89%	68.29%	70.83%	92.16%	80.31%	63.58%
Non-Online	74.37%	69.97%	82.54%	75.27%	75.61%	95.24%	70.23%	68.09%	86.11%	75.00%	70.05%	63.64%	66.67%	67.32%
PSY 240														
Online				79.49%		95.65%		74.29%	85.19%		89.71%	95.83%	55.17%	37.93%
Non-Online													75.76%	
PSY 270														
Online													100.00%	
Non-Online														
REL 150														
Online							73.13%	81.16%	87.50%	71.69%	84.09%	93.33%	91.79%	74.68%
Non-Online							72.98%	70.67%		69.95%	63.94%		68.78%	69.92%

SOC 100														
Online		67.74%		61.29%	58.62%	78.13%	56.90%	56.25%	68.42%	53.62%	44.44%	84.00%	58.33%	55.88%
Non-Online		69.23%		57.66%	74.83%	83.33%	60.00%	64.62%		65.22%	66.43%		60.61%	73.68%
ZOOL 141														
Online	36.89%	51.94%	72.06%	48.96%	61.62%	82.22%	58.82%	60.19%	77.66%	67.86%	64.24%	73.81%	57.47%	42.67%
Non-Online	54.34%	58.82%	76.38%	50.52%	67.47%	86.73%	52.59%	68.79%	89.80%	55.00%	59.21%	85.54%	62.76%	65.11%
ZOOL 141L														
Online	56.74%	57.28%						80.00%	63.16%	62.50%	67.44%	73.33%	71.88%	40.85%
Non-Online	64.97%	71.94%						74.55%	89.29%	74.06%	72.88%	86.87%	70.73%	77.37%
ZOOL 142														
Online	85.00%	82.95%		73.13%	56.18%	86.21%	67.27%	59.00%	73.33%	60.27%	75.49%	67.39%	61.21%	63.73%
Non-Online	64.07%	77.05%		79.72%	74.68%	91.30%	79.43%	77.59%	90.36%	81.77%	71.78%	76.36%	74.03%	77.04%
ZOOL 142L														
Online	66.06%	72.58%						68.75%	96.77%	78.26%	69.77%	78.95%	69.23%	60.00%
Non-Online	69.09%	82.64%						86.17%	96.36%	83.33%	83.98%	88.89%	87.58%	87.91%

Course Success Rates for Certificate of Competence in Retailing Online Courses and Comparable Non-Online Courses														
	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 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%

Appendix 15 Distance Education Impact on Accreditation Standards

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A Mission

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

As a community college, Kapi'olani maintains an "open door" admissions policy. As a result, the College's intended student population is markedly diverse in age, ethnicity, educational background, and educational goals. This diversity is reflected in the diverse components of the College's mission statement and is a reasonable match for the institution's location, resources, and role in higher education.

Based on its strategic plan for 2008-2015 and its mission, and with ongoing support and input from members of Career and Technical Education Advisory Boards, the College has made a commitment to promote increased access to its programs by developing new distance education workforce development certificate and degree programs, especially in business-related fields and to expanding access to address the needs of underserved communities.

The mission statement does not make any specific references to distance education; however, portions of the mission that are supported by the distance delivery of the identified degrees and certificates are in bold below:

Kapi'olani Community College

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
- strives to be the first choice for education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.

- **prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.**
- **prepares students to meet rigorous employment and career standards by offering 21st century career programs.**
- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
- leads locally, nationally and internationally in the development of integrated international education through global collaborations.
- **uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals.**
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.
- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

This mission statement was reviewed and approved by governance bodies and approved by the University of Hawai'i Board of Regents on May 20, 2010, and is central to institutional planning and decision-making. The mission statement is published and accessible from the College's homepage (kcc.hawaii.edu).

The College also has two "Values" statements that also drive our development of distance education (DE):

1) Service and attention to the needs of our diverse students and their experiences, contributions, expectations, and dreams.
2) Imagination and innovation in curriculum and pedagogy and support services, and in planning, assessment, and improvement.

The intended students for the courses offered in DE are those that cannot access filled sections of traditional courses, prefer learning in the online environment, confront other time and geographic constraints, and are from underserved communities. The Strategic Plan, which was driven by the College mission, vision, and values, 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.

As of fall 2010 we have already increased enrollment by these students to 1,546 (UHCC System, Strategic Plan Data, 2011). The number of degrees awarded is not yet determined.

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.

The College now offers programs and services in four associate degrees and seven certificates in which more than 50 percent of the requirements can be completed through distance education. These degrees and certificates are in Arts and Sciences and Business Education. Via this substantive change request, the College is assuring that the courses being offered result in the completion of programs with strong learning outcomes and assessment.

Distance education offerings are considered to be UH systemwide offerings that any student from any campus may enroll in (Reference: Distance Education Course Listing at the University of Hawai'i (www.hawaii.edu/dl/courses/). However, in Fall 2009 and Spring 2010, approximately 80 percent of students taking online courses were home-based at KCC.

The College views substantial increases in distance education enrollments and in enrollment by students in under-served communities as a reliable indicator that these courses and the associated services are addressing the needs of the community. Demand has increased every semester (see Table 1 in the Substantive Change Request).

The College's Office of Institutional Effectiveness has established five institutional effectiveness measures that emphasize academic achievement. The first of these measures is "course success rate" which is defined as the percentage of students who earn a "C" or better in a course. In recent assessments, distance and traditional courses have nearly equal course success rates. Increasing demand for distance education courses is also helping the College reach and exceed Strategic Plan performance measures for enrollment growth, as well as performance measures B5 and E2 discussed above.

IB. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing the following: 1) evidence of the achievement of student learning outcomes; and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

The institution maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning in distance and all courses. Regardless of the delivery method, all courses go through a curriculum review process that includes consideration of appropriateness in the context of the College's mission statement, values, strategic planning and learning outcomes, as well as appropriateness for online delivery. Distance education courses, and the institution's commitment to distance education, therefore align with the College's mission. Distance education courses are embedded in programs that in Fall 2011 have integrated documentation of learning assessment into their annual and three-year program review and tactical planning for improvement.

In response to physical space limitations and to the growing needs for education and training, the Chancellor has expressed the goal of the college's offering 30 percent of its courses online by 2013. The vice chancellor and the director of CELTT have developed a training based on best practices and have initially focused on course success rates in measuring the success of online instruction. Currently, our institutional goal is for all classes to achieve a 75% success rate as an initial measure of instructional effectiveness (See Administrative Tactical Plan, ofie.kcc.hawaii.edu/index.php?option=com_content&view=article&id=26&Itemid=60).

The College has specifically focused on improving success rates in online classes (defined as percentage of students earning a C or better in the course) so that now distance and traditional courses have nearly equal success rates. CELTT has designed an academy to train faculty in best practices in online teaching as a result of these faculty dialogs. The assessment of SLOs in online courses is incorporated in the assessment of learning in traditional formats.

The needs for fiscal, technical, and human resources for distance education are identified through ongoing and systematic planning, assessment, evaluation, and improvement in four cyclical institutional processes 1) Strategic Planning for 2008-2015, 2) Annual Review of Program Data, which will integrate documentation of degree, program and course (traditional and distance education) learning assessment in fall 2011; 3) Three Year Comprehensive Review; and 4) Three Year Tactical Planning for 2009-2012. These documents, which include quantitative and qualitative evidence, are reviewed by the Policy, Planning, and Assessment Council, and then posted at the OFIE website (ofie.kcc.hawaii.edu/)

Annual Reviews of Program Data (ARPD) allow departments and programs to assess progress and success in meeting goals. Programs and departments are given the status of Healthy, Cautionary, or Unhealthy based on assessment of data in three areas which are all critical to the overall program health: demand, efficiency and effectiveness. Since 2009, the data have been disaggegated for distance-delivered courses within the programs, facilitating their assessment. The ARPD reports are publically available at www.hawaii.edu/offices/cc/arpd/index.php.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

IIA. Instructional Programs

The institutional offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates,

employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

The College chose the fields of study in which it offers distance education programs by identifying student course demand, access needs of non-traditional students, incumbent and in-service workers, and needs in underserved communities. This identification resulted from course enrollment patterns, consultation with program advisory boards, and dialog with community stakeholders in the Strategic Planning process (See Appendix 4 of the Substantive Change Request).

Since all distance education courses and programs are woven into the fabric of existing academic programs, they all serve the mission of the College and uphold its integrity, and they are assessed, evaluated, and improved through KCC's four institutional processes 1) Strategic Planning for 2008-2015, 2) Annual Review of Program Data, which will integrate documentation of degree, program and course learning assessment effective fall 2011. This integration will then enable each program to document one cycle on learning outcomes assessment by 2012 and a second cycle by 2015, as specified in the College's Strategic Plan (Performance Measure B7). 3) Three Year Comprehensive Review; and 4) Three Year Tactical Planning for 2009-2012.

In addition, because online courses parallel on-ground courses, student achievement outcomes are the same for distance education and traditional formats. All distance and traditional courses have the same course competencies, which the College uses for its course-level learning assessments. In March 2008, the College, through the Faculty Senate, adopted a plan for assessing student learning outcomes in programs, including both instruction and student services. In working through the development of outcomes and assessment instruments, the faculty and the assessment coordinator align evaluation methods with outcomes and design assessment rubrics that reflect reasonable levels of attainment.

Furthermore, faculty aligned course competencies with their program outcomes in summer and fall 2009. Finally, the alignment of course content and evaluation methods with course outcomes has been completed for all courses reviewed since Spring 2010 using Curriculum Central, a web-based software program to support the established curriculum review process for creating, reviewing, and approving courses and programs. The Curriculum Central template includes an item that allows the proposers and reviewers to evaluate the appropriateness of a course for distance delivery. The review process ensures that faculty members have significant involvement. The curriculum committee of the College, whose responsibilities include reviewing curricular documents, is a standing committee of the Faculty Senate, whose membership and scope of responsibility are determined by the Faculty Senate Constitution. The review process includes opportunities for program counselors, academic and learning support coordinators, and program deans to provide input prior to submission to the curriculum committee and Faculty Senate. Once review by the faculty has been completed, the Vice

Chancellor for Academic Affairs and then the Chancellor give final approval. Courses and programs, regardless of delivery modality, are subject to a five-year review cycle.

Distance education courses are evaluated in exactly the same manner as traditional courses. Early on, a pattern of higher withdrawal rates was noted in distance education courses, which triggered sustained dialog on developing improvement strategies. Since Spring 2008, the Center for Excellence in Learning, Teaching, and Technology (CELTT) has offered distance education certification training, enabling faculty to convert their current courses into distance-delivered courses using national and accreditation standards and other research-based best practices. Faculty also complete hands-on workshops to gain mastery of the Laulima course management system. Now, distance education course success rates are nearly the same as in traditional courses (see detailed analysis in Section 8 of the Substantive Change Request). Courses, traditional and distance, that have low achievement data (below 70% success) are carefully examined through a variety of initiatives. Most recently, the Dean for Arts and Sciences has launched the Vanguard project, where lead faculty research high impact learning strategies to improve course learning and success rates.

Faculty conduct student evaluations of their online and on-ground courses via eCAFE (e-Course Assessment and Faculty Evaluation, a web-based course evaluation instrument). All course evaluations, including those for courses delivered online, are included in contract renewal and tenure and promotion applications and are carefully reviewed by department personnel committees, department chairs, program administrators, and the chancellor.

Quality instruction begins with a search for highly qualified instructors through the faculty hiring process and monitored through rigorous faculty assessment processes (described below, under Standard III). Faculty who teach online courses are subject to these same policies and procedures. Similarly, the quality of instruction provided in the four degrees and seven certificates submitted for review in this substantive change request is monitored by the same processes and governed by the same institutional policies as on-ground courses and programs. Advisory committees in the Business programs meet regularly with faculty to review the currency, appropriateness and effectiveness of the curriculum. Students who complete the associate in sciences degrees in Business are required to complete internships and performance expectations in these internships are exactly the same for students who may have completed some of the degree requirements through online courses. In the transfer programs, breadth, depth, and rigor are reflected in degree requirements, which are completely aligned with the General Education requirements at the University of Hawai‘i at Mānoa (UHM). All General Education courses offered by the College, including those delivered online, are articulated with those at UHM, and students have online access to this articulation information (http://www.hawaii.edu/transferdatabase/). Course sequencing to optimize learning is accomplished through established prerequisites and recommended preparation, the justification of which is required in the Curriculum Central template.

Students in courses and programs covered by this substantive change request, as well as all the College’s courses and programs, are made aware of program requirements in the College

catalog (kcc.hawaii.edu/page/catalog) and course requirements in the class syllabus. In addition, students can monitor their attainment of degree requirements by accessing their Academic Journey in STAR, a web-based tool for graduation audits, among other functions.

The College's Office for Institutional Effectiveness conducts comprehensive research on students' diverse needs and learning styles, and faculty and staff overseeing particular initiatives also use specific research to identify these needs and styles. Students' educational preparation is assessed using transcript evaluations (for transfer students), COMPASS placement testing, and career assessment. Title III funding has supported research into best practices for supporting Native Hawaiian students' learning, resulting in such strategies as program-based academies (learning communities integrating developmental English and math with an introductory course in the major) and a web-based student support program based on social networking technology ('Imiloa). Other research conducted by the Office for Institutional Effectiveness, as well as national research on best practices and results from the Community College Survey of Student Engagement (CCSSE), informs the College about student learning needs, including the academic and technical skills required for success in distance education courses.

The Center for Excellence in Learning, Teaching, and Technology (CELTT) continues to provide high quality training for those faculty that completed their Distance Education Certificate and for new faculty interested in adapting their traditional course to the distance education environment. Although CCSSE does not survey Distance Education courses, there is currently an effort underway using a "Course-level" CCSSE tool to assess student engagement in distance education courses. Faculty develop multiple assessment and teaching methods in both distance education and traditional courses.

In distance education courses, faculty work closely with CELTT staff to develop, implement, evaluate and improve their teaching and assessment. Distance education teaching and assessment methods in the early implementation stage include blogs, discussion boards, chat rooms, and sessions using Blackboard Collaborate (formerly Elluminate). Students in distance education courses are improving their performance, supported by improved faculty-student interaction, greater attention to student engagement and improved online orientation for students. See Section 8 of the Substantive Change Request for details.

The same policies related to academic honesty apply to online courses as to traditional, face-to-face courses. The College's student conduct code (kcc.hawaii.edu/page/policies#2) follows University Of Hawai'i *Executive Policy E7.208* (www.hawaii.edu/apis/ep/). Online courses require additional procedures to ensure academic honesty. Access to Laulima, the web-based course management software used by online faculty, requires an authenticated UH username and password. Final exams for online courses are given in the College's testing center and require a photo id. Students who are enrolled in KCC's online courses but reside off-island must report to proctored testing sites for their final exams.

II.B Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

All policies and requirements related to admissions (kcc.hawaii.edu/page/admissions.html) financial aid and obligations (kcc.hawaii.edu/object/finaid.html), academic progress towards degree (kcc.hawaii.edu/object/finaidsapp.html), transfer, and graduation apply equally to students enrolled in all online and face-to-face courses and programs. These and other policies are accessible on the College website (kcc.hawaii.edu/page/policies) or in the catalog.

Similarly, student support services are provided for both online and on-ground students. For the programs that are covered by this substantive change requests, two academic counselors in the Business program are available for advising students either in face-to-face or technology-mediated sessions. For students in the two transfer programs, academic advising is provided by seven counselors in the Maida Kamber Center for Career Exploration, Transfer and Graduation Services, again either in face-to-face or technology-mediated sessions. Distance Education students have that same access to counselors providing specialized services for First Year Experience students, single parents and displaced homemakers, veterans, students with disabilities, TRIO students, Native Hawaiian students, and students who need mental health services. One complete cycle of outcomes assessment in of these varied student support service programs will have been completed by Spring 2012.

The College provides a catalog, online (kcc.hawaii.edu/page/catalog) and in limited print, where current information on these and other student-related policies as well as detailed information on program outcomes and curricular requirements, descriptions and competencies for each course, as they relate to traditional courses and programs, is provided. Information related to instructional delivery is included in individual faculty syllabi. With the Fall 2011 recruitment of a webmaster position, vacant for over four years, and additional support for catalog production, the College will be able to focus on more comprehensive online resources for distance education students.

The College maintains a comprehensive webpage at www.kcc.hawaii.edu where potential and current students can find information about the support services that the College provides as well as information about academic programs. Links on the web site lead students to forms such as transcript requests, change of major, and change of address. An online advising system called STAR is now available for students, advisors, and select staff. Students can immediately

check their progress toward their chosen degree or certificate, and they may view their progress if they decide to change major ("what if" journeys). The College has increased its use of the internet to ensure students can access services regardless of whether they are in a distance education or traditional course. Online orientations, courses, and advising have enabled staff to more effectively assist all students remotely. An orientation specific to students in distance education courses has been developed (see Appendix 7 of the Substantive Change Request).

The College library has successfully developed system-wide borrowing, allowing students to borrow or return materials to any University of Hawai'i library. Moreover, students have equal access to electronic databases and books, whether retrieved on or off campus.

Students can register for and withdraw from courses through their online MyUH portal. The portal also allows access to check registration status, view financial aid status, and update personal information. Online transactions, such as payment for tuition and fees, are also possible through the MyUH Portal with a credit card. Instructors can use the online Laulima system to communicate with students in both online and non-online classes. Laulima enables instructors to utilize discussion boards, upload files needed for coursework, and administer exams. These portals ensure all students are able to access and update important information and coursework remotely. All instructional materials are available online via Laulima or via USPS, as books are mailed to online students by the bookstore.

Student support services are evaluated on an ongoing basis, including any services provided electronically. Student Services programs, regardless of the method by which they are delivered, are evaluated on an annual basis through their Annual Review of Program Data which drives tactical planning for improvement (www.hawaii.edu/offices/cc/arpd/index.php). Student services programs also garner evaluation data from reports submitted to federal and state agencies on externally funded grants, and these data shape ongoing dialogs by counselors, faculty, and staff focused on improving support services for all students. CCSSE results provide a specific focus on the quality of student engagement on the campus, and support services professionals use that data to develop improve their practice.
Individual counselors are evaluated by students through a survey that measures students' perception of whether their needs were met. Following the latest collective bargaining agreement, probationary and temporary counselors, like instructional faculty, complete a Contract Renewal every two years, which includes evaluations by students in distance education and traditional courses.

Nearly one in four distance education courses (N=20, 23.5%) offered since fall 2006 support the indigenous, intercultural, and international educational developments that have been central to the college's programmatic development for more than two decades. The Arts and Sciences courses offered online and covered in this substantive change request address course competencies and general education student learning outcomes (Self and Community, Aesthetic Engagement, Integrative Learning) with a strong emphasis on understanding and

appreciating diversity (see Appendix 1 of the Substantive Change Request for a listing of the Arts and Sciences courses offered online).

Because the College has integrated distance education courses into existing academic programs, the same practices, tools, and evaluation processes are used in admission to traditional and distance education courses. Principally, ACT's COMPASS test is used to determine students' placement in English and math courses. Test scores are routinely sent to the University of Hawaii system office and reported to ACT to monitor results. ACT also conducts research on its tests to evaluate its fairness, consistency, and validity (www.act.org/research/researchers/index.html). The next large-scale study of predictive validity is scheduled for 2011-2012.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The Library and Learning Resources Unit is a major hub for student engagement and is increasingly designs and implements web-based services to support all students, including those enrolled in distance education courses (see library.kcc.hawaii.edu for access to these varied services). For example, over 15,258 journal titles are available online through the library's databases, as well as over 62,000 full-text e-books. The library also subscribes to an online service that allows users to conduct a federated search to find articles and books from several databases at once. The library's website provides research tips, grammar and writing assistance, tutorials on citation formats, and other resources. The Electronic Resources Coordinator Librarian is in charge of reviewing, managing, and maintaining the Library's electronic resources. The Digital Initiatives Librarian is responsible for designing and implementing projects to digitize and provide web-based delivery of online collections

The library facilitates access to the University of Hawai'i System Collection for online and on-ground students through:

- Direct Access: All University of Hawai'i students, faculty, and staff have access via the Hawai'i Voyager online catalog to all of the materials held in any library in the University of Hawai'i System, comprising over 3.5 million physical items and over 37,000 virtual items. With a University of Hawai'i ID card, users may borrow circulating books and audiovisual materials in person at any library and return the items to any library in the University of Hawai'i System. Users may also pay library fines and fees at any library in the University of Hawai'i System.

- IntraSystem Loan: Users may request that available items held at a different campus library be sent to their home library through the IntraSystem Loan service.

The faculty and staff in the Library and Learning Resources (LLR) unit have developed student learning outcomes that align with Association of College and Research Libraries Information Literacy Competency Standards for Higher Education (ACRL) and the College's general education learning outcomes. LLR faculty and staff have completed one cycle of learning assessment and as a result they have worked to increase instructional faculty-librarian collaboration and the number of instructional sessions about access, evaluation, and citation.

LLR staff and technology support staff have input into curriculum development through Curriculum Central, which assures that library and learning resources and technology resources are planned for and allocated in a manner that directly supports student learning, which is especially important in the delivery of online instruction. If changes to services or operations may be warranted, the unit heads plan or implement changes accordingly. The use of Curriculum Central promotes a clear connection between expected learning outcomes with the allocation and application of library, learning, and technology resources to support and improve the achievement of these outcomes.

Services and resources provided for on-campus students have also been developed for students who may be accessing their courses and programs through online courses. A Secrets of Success (SOS) Website (library.kcc.hawaii.edu/SOS/) was created to help promote and support the face-to-face SOS workshops. Beginning in 2006, additional information was added to each workshop page to include a general outline of the workshop with some having more detailed information for the students unable to attend the session. In 2010, additional library and internet resources were added to many of the workshop pages and additional resource pages were created for distance education students unable to attend the face-to-face workshops. Reference services for online students are available through the reference librarians' Facebook page and a blog www.facebook.com/kcclibrary and kapcclibspotlight.wordpress.com). The College also offers ongoing instruction via an online website to assist students in developing their information competency (www.hawaii.edu/lilo/index/SU10_index_day.php).

The academic support units, including the Library and Learning Resources unit and the Center for Excellence in Learning, Teaching, and Technology, complete an annual program review that includes assessments of student learning strengths and weaknesses. Annual program review data are evaluated and strategies for improvement are integrated into tactical plans for improvement. See the website maintained by the Office for Institutional Effectiveness for both the academic support program review reports and the related tactical plans (ofie.kcc.hawaii.edu/).

Standard III: Resources

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

The human resource policies, procedures, and requirements for faculty and staff are not tailored to delivery method. As such, all human resource (and other) policies apply equally to distance education and on-ground faculty and staff.

All faculty, including lecturers, regardless of how they teach their classes, must meet the UHCC system minimum qualifications for the discipline they teach (minimum qualifications for all discipline areas can be found at www.hawaii.edu/offices/cc/ccadminhr.html). With the most recent development of a training academy, fulltime faculty are also now required to complete the training prior to offering their courses online.

In some instructional faculty recruitments, experience in developing and/or offering online instruction is included as a desirable qualification. For instructional design staff, experience with online learning is a requirement. All recruitments involve departmental screening committees responsible for reviewing transcripts and letters of recommendation and developing position-specific interview questions and rubrics for evaluating answers. In cases where applicants have experience in online teaching, they submit URLs for committee assessment and faculty who serve on screening committees are selected on the basis of their expertise in online instruction. For technology support positions, minimum and desirable qualifications are established through the Administrative, Professional, Technical position broad-banding process, which is a UH system requirement. Similar recruitment and screening committee processes are followed in selecting faculty and technology support positions. Faculty and staff with experience serve on both types of screening committees, which then make recommendations to the program administrator.

In addition to the evidence gathered through transcripts, letters of recommendation and the interview process, faculty applicants are asked to provide evidence of effectiveness via student evaluations if they have had experience in the classroom. Applicants are also often asked to provide a brief instructional lesson to the screening committee.

An Equal Employment Opportunities/Affirmative Action officer, currently the head of the Human Resources office, reviews the employment process to ensure that all requirements for Equal Employment Opportunities/Affirmative Action are met.

Once hired, faculty and staff are regularly evaluated. These procedures and employee rights are spelled out in the contracts between the University and unions and do not differ for distance education personnel. Faculty teaching distance education and traditional courses are evaluated in the same manner. The evaluation of faculty is conducted through Student Feedback Surveys and Peer Evaluations that are incorporated into annual contract renewal and tenure and promotion applications for full-time faculty, and into annual review for adjuncts. The evaluation of full-time faculty occurs in departmental personnel committees, and by department chairs, program administrator, and the chancellor. The department chair typically completes the evaluation of adjuncts. The effectiveness of technology support staff in performing their duties and responsibilities is measured through annual performance assessment. The online review process requires the annual setting of measureable performance expectations as they relate to the position. These staff meet with their supervisors who assess whether they meet, do not meet, or exceed performance expectations, and professional development plans for improvement, if appropriate, are developed.

Faculty dialog about improving learning outcomes in distance education courses and the programs they support occurs in the Online Academy offered by the Center for Excellence in Learning, Teaching and Technology (CELTT), the Faculty Senate's Ad Hoc Distance Education Committee, and a faculty and staff Community of Practice (C4ward, Collaborative Circles of Creative Change) focused on increasing engagement in online courses. Because online teaching is integrated with traditional format, course improvements are embedded in the broad-based dialog among faculty.

A major recommendation of the Online Distance Education Steering Committee established in 2007 was that resources be allocated to create a distance education professional development certification program that would give faculty the knowledge, skills and support needed to deliver high quality online courses. The proposal was submitted to the Chancellor in late 2007 and given an allocation of $100,000. The goals of the program were to (a) increase number of courses offered online and (b) encourage high quality learning environments through appropriate training and support, including best practices in online teaching; and components of good course websites using the new Laulima course management system.

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 faceto-face and online meetings with CELTT staff available to participants, as needed. The program has been continually enhanced over time as CELTT added more information and activities related to community building, student engagement, standards of conduct, universal design for instruction, new Laulima tools, new Web 2.0 tools, and web page templates constructed by CELTT staff.

The efforts of CELTT and faculty to make the Chancellor's ambitious vision for distance education a reality are reaping results. The College has experienced tremendous growth in online course offerings and enrollment. The number of students who took a combination of online and face-to-face classes increased from 17.6 percent of total enrollment in fall 2006 to 33 percent in fall 2009. The number of students taking only online courses more than doubled, increasing from 7 percent to 15 percent of total student enrollment in 2009. In Fall 2007, the college offered 77 online courses. In Spring 2011, over 160 courses were delivered online.

The College has developed a comprehensive plan, endorsed by the Faculty Senate, to assess effectiveness in producing student learning outcomes in all programs and courses, including those offered online. The results of these assessments are being documented in the Annual Review of Program Data in Fall 2011 and the first cycle of comprehensive assessment will be completed in December 2011. Title III funds have supported student learning through the Online Academy, the development of online professional development modules, and workshops for technology enhancement, such as Blackboard Collaborate (previously known as Elluminate) training begun in Spring 2011.

Assessment of Distance Education support is accomplished through the CELTT tactical plan for 2009-12 and annual program review, which serve as ongoing and systematic processes to evaluate and improve the effectiveness of services. Further, in fall 2011, OFIE administered a campus-wide survey that evaluated CELTT's effectiveness. Results of this survey are being evaluated at this time. A detailed assessment of the professional development efforts dedicated to online pedagogy will be accomplished as one faculty member's sabbatical project in Spring 2012.

Because Distance Education is integrated into the fabric of academic offerings, the organization of administrative support for distance education is the College's organization for administrative support. The faculty and staff in CELTT serve to support all aspects of technology and technology-delivered services. The College has centralized technology services, merging administrative and instructional technology support and professional development into a single cohesive unit (CELTT). This transformation has enabled the College to be adaptive and responsive to ongoing innovations in technology, especially in support of teaching and learning.

III.B. Physical Resources

Physical resources, which include facilities, equipment, and land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

The Center for Excellence in Learning, Teaching and Technology (CELTT) is responsible for supporting distance learning; planning, developing, and delivering high quality computing and media resources and services for student learning, administrative operations, faculty and staff development, and delivery of instruction and services. CELTT facilities are maintained for use by faculty and staff and are the locus of technology training. Since the Center became operational

in August 2005, use of the facility has increased steadily. Under the aegis of a Title III grant, the Center's facility was renovated in 2006, and new equipment was purchased to replace antiquated video and computer equipment in its three media labs. CELTT is currently undergoing a second stage renovation with Title III funding support. CELLT is assessed through the annual review of program data process, and uses its tactical plan to improve services, equipment, and technology support. The CELTT Unit Head conducts research and submits requests for biennium and supplemental budget requests. She has also been active in implementing network upgrades and in the two renovations.

III.C. Technology Resources

Technology resources are used to support student learning programs and series and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

In 2005, the College created the Center for Excellence in Learning, Teaching and Technology (CELTT) to support its technology infrastructure and educational technology. CELTT has its tactical plan in place for 2009-2012 that is aligned with the Kapi'olani Community College Strategic Plan 2008-2015. In addition, departments or units also include details of their technology needs in their respective tactical plans. The institution evaluates the effectiveness of its technology implementation in four different processes:

1. Assessing data related to performance measures such as the number of students from under-served regions and CCSSE results.
2. Assessing enrollment and course completion data for distance education courses and student and faculty surveys of satisfaction with learning environment and technical support.
3. Assessing usage data for selected technologies such as web-based conferencing, SecondLife, 'Imiloa Social Learning and Pathways Network, etc.
4. Assessing data on campus web services.

Decisions regarding technology services, facilities, hardware, and software necessary for distance education courses are guided by the 2008-2015 Strategic Plan and the 2009-2012 Tactical Plans. Faculty responsible for Distance Education courses indicate to the department what needs they have. CELTT is consulted to ensure that issues such as repair and maintenance, potential conflicts, etc. are avoided. When campus-wide funding for technology upgrades is needed, CELTT works with the department chairs and administrators to ensure that all levels of concerns are addressed.

CELTT reviews and uses Executive Policy 2.210 and Executive Policy 2.214 (guidelines for the "Use and Management of Information Technology Resources" for the UH System, www.hawaii.edu/apis/ep/) to ensure that KCC's technology system complies with University policies. If a security breach occurs, CELTT advises the affected individuals of the breach in accordance with Chapter 487N of the Hawaii State Statutes. Executive policy 2.210 describes the responsibilities of all users of the system and includes within it an appendix that includes

the Hawai'i Computer Crime Statute. Executive policy 2.214 provides the framework for establishing and maintaining practices and procedures for the use of sensitive, personal and confidential information found within the system and files at the UH System. Within this policy is a description of the adoption of the UH FTC Red Flags Rule Identity Theft Prevention Program. This program is designed first to prevent, if possible, identity theft from occurring. It is also designed to detect identify theft and to mitigate if it should occur.

The College's technology infrastructure and equipment, including the technology that supports distance education, are maintained primarily by the Center for Excellence in Learning, Teaching and Technology (CELTT). CELTT is responsible for planning, developing, and delivering high quality computing and media resources and services for student learning, administrative operations, faculty and staff development, and delivery of instruction and services.

CELTT provides campus support, informational technology resources, customer care services, instructional multimedia and distance learning groups, and research and development groups for staff and faculty. Informational technology specialists have been centralized within CELTT to enhance application and server support. The campus offers 100% wireless access, optimizing access to technology by students, faculty, and staff. Research-based "learning spaces" in the Science, Technology, Engineering and Math (STEM) Center, Library, Kahikoluamea and Mānele Building support the College's new ecology of learning.

CELLT maintains a technology inventory for the campus and those classrooms with no installed equipment have the highest priority for future resources. Technology purchase decisions occur at the department level in consultation with CELTT. Department chairs, faculty and Deans collaborate with the Vice Chancellor of Academic Affairs to prioritize classes/labs needs. Software purchases are based on curriculum requirements. Departments have regular replacement cycles for faculty and classroom infrastructure. Department and CELTT tactical plans include future technology requirements and budgets. CELTT surveys faculty and students for feedback, suggestions, questions and complaints regarding their experience with and needs for technology.

Title III funds were secured for campus wide classroom technology upgrades. Wireless network hardware is routinely upgraded when repairs and replacements are needed and when classroom renovations take place. CELLT has adopted the virtualization of servers to improve scalability to maximize physical resources. A new server will be installed and increases server capacity by 4 terabytes. These two additions will meet campus demands for several years. Student fees and tuition provide the funding for faculty technological infrastructure.

The implementation of Laulima and Blackboard Collaborate (formerly Elluminate) has increased the distance learning opportunities for students. Online or hybrid courses are now available for many areas of study. Professional development certification programs in distance learning and Laulima ensure that faculty are adequately trained and up to date. On line tutorials are available in Web navigation, Laulima and Blackboard Collaborate.

CELLT subscribes to the Teaching and Learning with Technology (TLT) group to provide faculty access to online resources to improve teaching techniques and evaluation tools. WCET faculty membership provides access to emerging trends and gives examples of successful adoption of technology innovations.

CELTT delivers informational sessions on web security for students and faculty, deploys campus wide firewalls, provides new faculty orientations, and is working on the development of a comprehensive information security program for the campus. Added workshops on information security policies and safe computer practices have been offered this year. Kapiʻolani Community College adheres to all University of Hawaiʻi UH system policies. Hawaiʻi State law and Federal regulations such as Higher Education Opportunity Act, The TEACH Act, FERPA and DMCA laws, UH Executive policy on Use and Management of Informational Technology Resources and the UH Executive policy on Security and Protection of Sensitive Information.

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Planning for financial resources is integrated with institutional planning.

The College does not have a separate budget for distance education. Distance education is integrated into departments and academic support areas and budgeting is based on program needs as determined in annual reviews of program data and defined in tactical and strategic plans and the mission statement. These assessment, evaluation, and planning processes contribute to the development of biennium and supplemental budget requests to the state legislature, and enable the college to effectively anticipate and target external grant opportunities.

The College uses Laulima as its primary platform for Distance Education. This content management system is housed and maintained by the University of Hawaiʻi Information Technology Services (UH ITS) for the University of Hawaiʻi System. It is an open-source software solution that is supported by UH ITS staff, with localized campus support provided by campus support staff, so contractual agreements are not needed. Contractual agreements are in place for support services in two areas:

1. Online tutoring services, handled by the University of Hawaiʻi Community College System Office.
2. Blackboard Collaborate, a web-based conferencing system used for tutoring, office hours, and instruction. Kapiʻolani Community College's Center for Excellence in Learning, Teaching, and Technology (CELTT) purchased an unlimited perpetual license but engage the UH College of Education's Technology and Distance Learning Office for technical support. The College has an annual contract for on-site and remote technology

support for all Blackboard Collaborate end-users and for training of all end-users which is done both face to face and online. The College may renew the contract annually based on need and satisfaction with services. The Director of the Technology & Distance Learning Office and the Coordinator of CELTT communicate regularly regarding support services; if there were any concerns or issues, they would be worked out at that level and if the two parties are unable to work it out, the College can terminate the contract or choose not to renew it.

All other primary instructional and support services for Distance Education students and faculty are provided by the College or University of Hawai‘i System using in-house resources.

Standard IV: Leadership and Governance

There are three questions specific to distance education in Standard IV, and they are directly addressed below:

The administration and governance bodies, specifically the Faculty Senate and its Distance Education Ad Hoc Committee, view distance education as integrated within existing academic programs, and no separate governance procedures have yet been specified. This committee of the Senate is in dialog with the Vice Chancellor for Academic Affairs regarding assessment and improvement. The Vice Chancellor also works closely with the Dean of Health Sciences, who is taking on increasing responsibility for distance education delivery.

Distance education students take advantage of online advising and orientation and clearly defined faculty syllabi to understand their roles and responsibilities within distance education courses. Distance education courses are integrated into the College’s curricular processes and embedded within academic programs that are assessing student achievement and learning as part of their Annual Reviews of Program Data. These annual reviews, along with Strategic Plan outcomes, performances measures and mission statements, drive tactical planning for improvement. These tactical plans are shared with the Chancellor’s Policy, Planning, and Assessment Council so that constituents from all departments and units can clearly communicate to better meet the needs of students enrolled in distance education courses and programs.