LEEWARD COMMUNITY COLLEGE
1999-2000 FACULTY SENATE
UNAPPROVED Minutes of the April 26, 2000 Meeting

Linda Currivan, Chair
Bob Hochstein, Vice Chair
Sandra Kelley, Secretary


SENATORS EXCUSED:  E. Wiggers

CALL TO ORDER:  The meeting was called to order at 3:27 p.m. with a quorum.

APPROVAL OF THE MINUTES:  The minutes of the March 23 and April 12 (Special) meeting were read and approved as amended.

PROVOST'S REPORT:
• Provost Sharon Narimatsu praised the faculty and staff responsible for the International Day / Central Europe activities and events.
• Regarding the ADP Implementation Committee, the Provost indicated this was not another administrative layer, but rather a committee of LCC faculty and staff who would meet monthly to make sure the ADP is attended to and not "left on the shelf", the fate of so many reports and plans. Since the end of the Spring term is imminent, the formation of this committee will be postponed until the Fall.
• On the matter of campus governance, the Provost shared that in response to the 1994 report on accreditation, LCC created the Campus Council to address the concern of the visiting team that there was no mechanism in place for campus decision-making. She mentioned that the creation of the Campus Council, with representation from units across the campus, appears to satisfy the Accrediting Commission for Community and Junior Colleges, WASC, since in 1998, it accepted the Midterm Report submitted by LCC explaining how the Campus Council involves itself in decision-making regarding campus-wide priorities for the College.

CHAIR’S REPORT:
• At the last ACCFSC meeting, the chairs decided to ask President Mortimer to sponsor a discussion on civility to be held at the campus level in the Fall, and at the system level in the Spring.
• The Chair summarized the last (Special) LCC Faculty Senate meeting for those who were unable to attend.
• At the last Board of Regents meeting, Chair Don Kim expressed his support of President Mortimer’s actions and leadership despite the Board’s about-face on a tuition increase.
• The Chair shared a copies of a BOR Powerpoint presentation which reviewed legislative proposals, as of April 2, and their current status.

• At the last LCC Executive Committee meeting (4/18), the Provost raised an interesting issue. The UH system will soon be using the same stationery, distinguishing each campus by the color used. The colors used by Leeward since its inception have been purple and gold; however, Kauai CC's Peggy Cha has asked to use purple, since it is the island color. The Chair raised the question: are we comfortable changing "our" color, or not?

**MOTION 88-16 (Goodman/R. Hochstein):** To retain Leeward Community College's purple and gold colors.

**PASSED: Y = 19 ; N = 4**

**COMMITTEE REPORTS:**

**Curriculum Committee:**

Senator Caldwell reported that course modifications to Biology 124 and 124 L, Accounting 125, 150, and 155, and a new course, Music 240 / Digital Music, were unanimously approved at the last (4/13/00) committee meeting. English 18 and 19 were also unanimously approved as the new codes for the previously experimental 97 + 98, and at the same time, English 9 and 10 were archived.

The last issue to be discussed was a prerequisite change. Students whose Compass score places them in English 22 / Introduction to Expository Writing will now be required to take English 21 / Introduction to College Reading as a pre- or co-requisite The rationale for this change (normal procedure at many campuses nation-wide) is that underprepared students who are given comprehension-enhancing instruction will be more successful in text-driven freshman-level courses. There was some discussion of this issue, primarily centered around the occasional problem where a student is placed into English 22 due to his/her writing skills but is, in fact, quite a competent reader. Some provision needed to be made for these students.

**MOTION 88-17 (Munro/Thomson):** To vote on the English 22 prerequisite change separately from the other curriculum committee issues.

**PASSED - UNANIMOUSLY**

**MOTION 88-18 (Hayasaka/Munro):** To accept the new course, Music 240, and the modifications to Biology 124 and 124 L, Accounting 125, 150, and 155, English 18 and 19, and to archive English 9 and 10.

**PASSED - UNANIMOUSLY**

**MOTION 88-19 (Munro/Thomson):** To accept the curriculum committee's recommendation regarding English 22 with the addition of the phrase "or equivalent" to the designated Compass range.

**PASSED - UNANIMOUSLY**

Faculty Senate minutes: April 26, 2000
Student Committee
Senator Pond contacted Deans of Student Service at all colleges and discovered they are all considering when and how a student can be removed from class. Some circumstances are clearly covered in the Student Conduct Code, but others appear to be class management concerns, which means it's an instructor-driven decision whether or not to remove a student from his/her classroom.

**MOTION 00-20 (Goodman/Pond):** To table this issue until the May 10 meeting.

**PASSED UNANIMOUSLY**

**OLD BUSINESS:**

Shared Governance
As reported earlier, the Provost believes Leeward's actions have satisfied the prior Accreditation Team's concerns. Several Senators voiced their concerns. The College's and Visiting Team's Interim Reports indicated that there are still some questions about the roles of the Faculty Senate and the Campus Council. In addition, the BOR puts the advisory responsibility re: budget and its implementation into Faculty Senate hands.

"The [Faculty Senate]...shall have the responsibility to speak for the faculty on academic policy matters such as... budget planning and implementation policy"
(BOR policy, page 1-7)

**MOTION 00-21 (Hayasaka/Munro):** To move the Chair be directed to write a letter to the Provost indicating that the Faculty Senate is not yet through discussing the issue of shared governance, and at the next meeting (5/10/00) a policy and resolution, with relevant documentation, will be reviewed.

**PASSED - UNANIMOUSLY**

ADP Implementation Committee
Several Senators suggested that perhaps the committee be a subcommittee of the Faculty Senate, because the focus is "academic development"; members could still come from all areas of campus governance.

**MOTION 00-22 (Hayasaka/Uyeno):** To table this issue until the May 10 meeting.

**PASSED: 17 YES, 2 N**

**NEW BUSINESS:**

Draft Memos: UHM General Education and UHCC Student/Credit Transfer Implementation
All CC campuses are now reviewing both documents to see where they fit into the new General Education plan and transfer guidelines, and what their response/actions will be. The Chair asked that all questions and comments be directed to Mike Rota or herself, and that the memorandums be shared with interested colleagues, to gather their comments before the 5/10/00 UHM Senate meeting.

The next Faculty Senate meeting will be on May 10, 2000.

**ADJOURNMENT:** The meeting was adjourned at 5:47 p.m.

**RESPECTFULLY SUBMITTED:** S. Kelley, Secretary

Faculty Senate minutes: April 26, 2000
Hi Members of Faculty Senate and Campus Council,

People have been engaged in discussions on campus governance at various levels for nearly two years, as a response to a recommendation in the accreditation team's evaluation report of 1994 for a policy on this matter. In the narrative portion of the accreditation team's evaluation report, the team recommended that "serious consideration be given to the establishment of a formalized process for shared decision making which is clear and well understood by the college staff. It is clear that a formal process for academic decision making through the Faculty Senate exists, but there is no formalized process for decision making beyond the area of academic decision making."

As a response to the 1994 report of the accreditation team, the college created the Campus Council to address the concern of the visiting team that there was no mechanism for campus decision-making. In reviewing subsequent correspondence from the Accrediting Commission for Community and Junior Colleges, WASC, it appears that the concerns of the 1994 accreditation report have been addressed sufficiently by the creation of the Campus Council so as to warrant acceptance of the Midterm Report which was submitted by the college. I quote from a letter by David Wolf, Executive Director of ACCJC - WASC:

"At its meeting of January 8 -9, 1998, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, reviewed the Midterm Report submitted by Leeward Community College. The purpose of this review is to assure that the recommendations made by the evaluation team are addressed by the institution and that the college has also considered the self identified areas of concern which were included in the institutional self study. I am pleased to inform you that the Midterm Report was accepted."

With acceptance by the ACCJC-WASC, we can rest assured that the accreditation team's recommendation regarding shared decision-making has been adequately addressed by LCC.

However, wanting to find out how campus governance is conducted at the other six community colleges, I surveyed the other provosts and received the following information. It appears that LCC's structure of campus governance with both Faculty Senate and Campus Council is among the more collaborative models available in the system. Each community college has at least two organizations providing input to the provost. See below:

HAWAII CC
Faculty Senate: Deals with academic policies and issues.

College Council: Deals with strategic planning, development of ADP, marketing, biennium budget, measures of institutional effectiveness. (Made up of 19 individuals)

HONOLULU CC
Faculty Senate: Deals with academic policies and issues. The Faculty Senate
Academic Management Team: (Division Chairs, Students Services, 3 Academic Deans)

Provost Staff: (Administrators)

KAPOIOLANI CC
Faculty Senate: Deals with academic policies and issues as well as budget matters.

Provost Advisory Council: Information sharing. (Provost, Deans, Directors, Dept. Chairs, Academic Support Heads, Auxiliary Services, Faculty Senate, Student Government)

Dean Advisory Council: Department Heads for Instructional/Student Service/Academic Support; deals with operational issues and improvements

Administrative Staff: E's & M's.

KAUAI CC
Faculty Senate: Deals with academic policies and issues.

Administrative Staff: The administrative staff has primary responsibility for developing the budget with input from each division/unit. (Provost, Division Chairs, Faculty Senate Chair, Unit Coordinators, Professional Development Coordinator, Student Government, Clerical Council)

Cabinet: (Provost, Deans and Directors)

MAUI CC
Faculty Senate: Made up of all faculty and all APTS on campus. Deals with academic policies and issues.

Division Chairs Group: Made up of chairs of all departments plus Chair of the Faculty Senate

Administrative Team: Made up of 2 Deans, OCET Director, Administrative Services Director, University Center Director

Executive Committee: Provost, Administrative Team, Chair of Faculty Senate, Clerical Representative

APT Representative, EEAA Officer

WINDWARD CC
Faculty Senate: Deals with academic policies and issues.

Administrative Staff: Provost, Deans, Directors, and Secretary

I recommend that we acknowledge that LCC has a campus governance procedure in place that is more collaborative than many other campuses and which has satisfied the accrediting commission. I would like to have the campus move forward to other issues that face us in the coming year. Thank you.

Sharon
Preamble

In order to provide an organization and formal procedures by which Leeward Community College can carry out collective responsibilities in matters of campus priority setting, while promoting and improving communications and mutual understanding among faculty, staff, administration and students, the Leeward Community College Campus Council is hereby established.

Article I
Purpose and Functions of the Council

Section 1. The Campus Council shall function as the recommending and advisory body of the college in matters relating to the priorities of the college. It has the responsibility on behalf of the constituencies of the college of recommending college priorities to the College Provost and through the College Provost to the Chancellor of the Community Colleges, President of the University of Hawai‘i and the Board of Regents of the University of Hawai‘i.

Section 2. "Priorities," under this charter, means establishing preferences, for the direction of the college, especially in regard to budget planning and resource allocation.

Section 3. The council members, as leaders of campus constituencies, will have the responsibility of insuring that the flow of information upon which decisions are made includes the input and feedback from members of their constituency.

Article II
Membership on the Council

Section 1. A member shall be defined as a representative of one of the constituencies named below.

Section 2. The Campus Council is composed of nineteen voting members and the Provost ex officio and nonvoting.
Section 3. Membership on of the Council

1. Arts and Humanities Division Chair
2. Social Science Division Chair
3. Vocational Education Division Chair
4. Business Education Division Chair
5. Math & Science Division Chair
6. Student Services Division Chair
7. Language Arts Division Chair
8. The Faculty Senate Chair or Chair's designate
9. The At Large Member — Selected by lot from all faculty volunteers who submit their name for the drawing.
10. One Faculty Member from Academic Support
11. LCC Waianae Coordinator
12. Clerical Staff Council designate
13. APT designate
14. Auxiliary Services Officer
15. ASLCC President or President's designate
16. The Dean of Instruction
17. The Dean of Student Services
18. The Director of Administrative Services
19. The Director of OSPCS or an OSPCS designate
20. The Provost

Section 4. Designate shall mean one person appointed by the constituency to serve as that constituency's Council member.

Section 5. Alternate shall mean a person designated by a member to take the member's place when the member is unable to attend a meeting. The alternate's name should be given to the Chair.

Article III
Terms of Office

Section 1. The At Large Member and the constituency designates serve from May to May. The drawing for the At Large member will take place during the Spring Semester. All other members serve on the basis of their election or appointment to the position named or by designation of the constituency named.

Section 2. The council membership, as far as is possible, shall be finalized before the end of the Spring Semester.
Article IV
Organization of the Council

Section 1. The Executive Committee of the Council is the only standing committee of the Council. The Executive Committee shall consist of the Council Chair and two Council Vice Chairs. The Executive Committee shall be selected at a transitional meeting in May attended by both the current council and the incoming councilors. The incoming councilors shall elect the new executive council members except where the incoming member is not yet known, in which case the existing council member shall vote. Voting shall be by secret ballot, one position at a time.

Section 2. Duties of the Chair shall include:
   a. To preside at all meetings of the Council.
   b. To schedule meetings of the Council.
   c. To prepare a calendar of meetings and agendas for each meeting.
   d. To help coordinate the formation of ad hoc committees that the council creates to carry on its work between meetings.
   e. To serve as a liaison between the council and various constituencies of the campus.
   f. To coordinate the delegation of some of these duties to the Vice Chairs.

Section 3. Duties of the Vice Chairs shall include:
   a. To assist the Chair.
   b. To preside at meetings when the Chair is absent.
   c. To be responsible for the preparation and timely delivery of minutes, agendas, and other information to the Council members.
   d. To publish minutes of the meetings in the Campus Bulletin.
   e. To keep records of the Campus Council's membership.
   f. To maintain an archive of the Charter, Minutes & Resolutions of the Council.
   g. To see that all new members of the Council are provided a copy of the Council Charter, along with all amendments.
   h. To collect, copy, collate and distribute reports of ad hoc committees and other relevant data to the membership.
   i. To handle official correspondence of the Council.
Article V
Meetings

Section 1. Meetings of the Campus Council shall be called by the Chair of the Council or at the request of more than one-third of the voting members of the Campus Council (more than 1/3 of 19 = 7). The Council shall meet at least twice a month. More than two thirds of the voting members shall constitute a quorum (2/3 of 19 = at least 13 members). All meetings of the Council shall be open to any member of the College community.

Section 2. The Chair may schedule executive meetings with the Vice Chairs and any other council members for the purpose of planning and preparing for general meetings. No official actions may be taken at these meetings.

Section 3. Ad Hoc Committee chairs may schedule meetings on the issues they are organized to address. No official actions may be taken at these meetings.

Article VI
Committees

Section 1. The Campus Council delegates various work to its Committees. In addition to each Committee's specific responsibilities, all Committees have the prerogative of sponsoring discussions, symposia or College Forums on topics relevant to their work. They also have the right to have items placed on the Agenda and to recommend to the Council the adoption of statements which make clear the Council's view on issues of concern.

Section 2. The Campus Council shall have only one standing Committee, The Executive Committee, consisting of the Chair and Vice Chairs of the Campus Council. All other committees will be formed ad hoc.

Section 3. Any member of the campus community may serve on a Council Ad Hoc Committee.
Article VII
Recommendations

Section 1. All ad hoc committee recommendation are subject to review and ratification by the Campus Council. Committees shall submit written reports with the rationale for those recommendations to the Council.

Section 2. The recommendation of the Campus Council are made by voting on proposals at meetings of the campus council or through the mail or by electronic media. Any votes taken by mail or electronic media should be reported at the next meeting and confirmed by the Council at that meeting.

Section 3. Proxy voting is permitted. Members may also provide a proxy to any other member of the council.

Section 4. There will be only "YES" or "NO" votes, no member of the Council may abstain.

Section 5. A recommendation shall be any measure approved by the members voting on the issue at a meeting with an official quorum. The Provost shall weigh recommendations according to the vote. When there is total agreement, the Provost shall implement those policies insofar as possible.

Article VIII
Amendments

Section 1. Amendments may be proposed by any Council Member or Council Constituency. Proposed amendments shall be introduced in or transmitted to the Council in written form. The proposed amendment will be placed on the agenda for the next meeting for a first reading.

Section 2. Consideration of an amendment shall take place at the next meeting of the Council after the first reading has taken place. The proposed amendment may be amended at the meeting in which it is considered.

Section 3. More than a two thirds majority of the Council membership must vote in
favor of an amendment for it to be approved. Amendments become effective upon approval by the Campus Council.

We the undersigned approve the Campus Council Charter & By-laws

Signatures

Arts and Humanities Division Chair
Social Science Division Chair
Vocational Education Division Chair
Business Education Division Chair
Math & Science Division Chair
Student Services Division Chair
Language Arts Division Chair
Faculty Senate Chair
At Large Faculty Member
Academic Support
LCC Waianae Coordinator
Clerical Staff Council
APT
Auxiliary Services Officer
ASLCC President
Dean of Instruction
Dean of Student Services
Director of Administrative Services
Director of OSPCS

The Provost
Accreditation - Midterm Report

Visiting Team Recommendations and College Responses:

1.1** The team recommends that the College create a planning process which is formal, college-wide, systematic and coordinated. The process should set college direction, identify institutional priorities, and use program reviews and research in each sector of the College to measure effectiveness. Planning should be done on an annual basis and should ensure that individual area plans are linked to and reflect the college-wide plan. All segments of the College community should be involved in the process. The college-wide planning process should drive the budget. (1C, 1C.1, 1C.2, 1C.3, 1C.4, 1D, 1D.1) (**Major recommendation)

The Provost has supported a clear and well-organized process to create the College's new Academic Development Plan (ADP). Though parts of this document are still in draft form, the bulk of it has been completed. The formation of this academic plan has, through many drafts and revisions, been the work of nearly the entire campus; all units of the College have participated in its development. Campus leaders in both the Faculty Senate and the Campus Council have reviewed and worked to improve the plan. Division meetings have played an integral part in the review process. The entire process was coordinated by the Campus Council. During its development the ADP has been integrated with other system plans such as the Hawaii Community Colleges Strategic Plan and the University of Hawaii Strategic Plan.

Academic and non-academic units have reviewed and revised their plans annually in relationship to the ADP. ADP priority activities were those submitted as budget requests to the State legislature for biennium 1997-1999 (although they were not funded). Internal allocations of discretionary funds have been guided by the ADP as well.

Institutional research issues are addressed in 1.2 below. Due to lack of staffing, program assessment is not yet fully integrated into the planning and budgeting process, although the wealth of system generated data guide decisions on class scheduling and staffing. Improvement in this area will be a major emphasis of the campus prior to the next accreditation review.

8.1** The team recommends that the College develop and implement a written policy which articulates a decision making process which includes persons in the process who will be affected by the decisions and which clearly states the role and participation of faculty, support staff and students on College governing, policy making, planning, budgeting and special purpose bodies. (8C.1, 8D.3, 8E.2, 8F.2) (Major recommendation)

The Provost has supported the inclusion of all campus governance groups in the Campus Council. The Council is the primary vehicle for campus leaders to gather together and plan for the future of the College. The broad membership of the Council includes student, faculty, staff and administrators, each representing their particular constituent group. Regularly scheduled meetings, published minutes and committee formation activities allow for all members of the community to have a voice in the governance of the college. All members of the review task group agree that the Council’s Charter and Bylaws clearly articulate a decision making process which gives a voice to administrative officers, faculty, support staff and students. The Council has become an important part of the decision making process.
The Council has been formed during a time of unprecedented economic crisis in the State. The college is operating under continuing budgetary restraints, funding has decreased, costs have risen, initiation of new programs or expansion of existing ones generally mean other programs must be reduced or eliminated, and little budgetary flexibility exists. Nevertheless, the Council succeeded in establishing Internet access for all buildings on campus as well as centralizing duplication services and consolidating several computer labs. The widespread involvement of campus leaders through the Council demonstrated the Council's ability to be an important factor in campus decision making.

To some members of the campus community, the role of the Campus Council seems to bring it into conflict with the Faculty Senate's traditional role as the prime advisor to the Provost. The review team notes that the Council has been effective in dealing with the College's budget and resource allocation issues. The Senate still retains its role as the primary vehicle for advising the administration on curriculum matters and academic policies. It will be important for the campus to monitor the relationship between the two bodies and effectively educate the campus at large of the respective roles that each are to play.

The Accrediting Commission's evaluation report pointed out in regard to decision making (8.1) that "The process only works if the Provost fosters appropriate communication on the campus." The review task group interprets this to mean that it is vital for the Provost to involve the Council, the Senate and other affected members of the college community with adequate and timely information so that their advisory roles can be properly performed. Some members of the Council report that the Provost has sometimes failed to provide adequate information or timely notice on important campus issues. One such issue was the site selection for the relocation of over twenty portable buildings for use of the University of Hawai'i West Oahu Campus at the east end of the Leeward campus. Some members of the Council maintain that their involvement may have lessened the significant negative impact of the relocated buildings on the aesthetics of the campus.

In order for the decision making process to work, information needs to be provided in a timely fashion to all concerned parties and campus advisory groups. Individuals and consultative groups need to also take the initiative to voice concerns and make responses in a timely manner when information is provided, and those who do so should receive timely replies from the Provost or the Administrative staff.

1.2 The team recommends that the College develop and implement a means for meeting the College's research needs to include coordinating the campus research effort, furnishing usable data for planning, program review and other institutional decision making process, providing technical assistance in designing research studies and serving as a liaison with the System research office. (ID, ID.1)

The College currently has a Vocational/Technical Institutional Analyst who gathers and evaluates data relating to the Vocational/Technical areas. One half-time position has been reallocated for a research person, and the College is currently negotiating with the Chancellor's Office for a second, half-time position. These two half-time positions will allow the College to hire one full-time researcher whose responsibility will be to conduct the research studies necessary to meet the needs of the College. In support of this research effort, a Committee on Institutional
College Responses to the Team Recommendations

8.1 The team recommends that the College develop and implement a written policy which articulates a decision making process which includes persons in the process who will be affected by the decisions and which clearly states the role and participation of faculty, support staff and students on College governing policy making, planning, and budgeting and special purpose bodies.

The primary vehicle for addressing this recommendation is the Campus Council which was created after the last evaluation visit. The primary charter of this Council is planning, developing policy, and establishing campus priorities in areas of budget and resource allocation. The Council has a formal charter and By-Laws which delineate the composition of the Council. All appropriate college governance groups are included in Campus Council membership.

Since the time of the team visit, the institution has developed the Council organizational structure and operating by-laws, resolved issues over participation and information sharing, and attempted to address institutional fiscal and planning issues. Although the Campus Council is still an evolving planning and campus priority setting body, its role as a decision making body is just now beginning to be seen. The Provost and Campus Council Executive Committee members independently underscored the assessment that the Council is now addressing real decision making issues. For example, the Council determined how institutional duplicating services would be arrayed and what resources would be allocated to those functions. Both stated that the Council had the potential to provide real leadership for the college.

As the centrality of the Campus Council role began to be defined, other issues not really within the Council charter began to emerge. In fact, some in the college community have apparently raised their expectation levels for the Council to the point that matters not directly related to the core charter are being brought to members of the Council for consideration. While such activity might indicate a measure of legitimacy, if not success, for the Campus Council, the danger that the larger campus community and the Council members themselves attach responsibilities to it that it was never intended to address looms.
A continuing area of concern expressed by members of the Council and the Provost might be characterized as a concern about the breadth and depth of understanding about the nature of the decision making and planning initiatives encompassed by the Campus Council framework. Those involved with the Campus Council are aware of, and increasingly more comfortable with, the work of developing the planning and decision making structures. As one moves outward from this group, however, the level of understanding about the Campus Council is much less. The primary internal communication document, THE BULLETIN, which is published every week during the academic year regularly contains a summary of the Campus Council activities and decisions. All parties and constituencies will need to pay special attention to communication efforts as the Campus Council becomes more integrated into the life of Leeward Community College.

1.1 The team recommends that the College create a planning process which is formal, college-wide, systematic and coordinated. The process should set college direction, identify priorities, and use program reviews and research in each sector of the College to measure effectiveness. Planning should be done on an annual basis and should ensure that individual area plans are linked to and reflect the college-wide plan. All segments of the College community should be involved in the process. The College-wide planning process should drive the budget.

The college acknowledges that its institutional planning under the old Education Development Plan system was inadequate. However, the current system, exemplified in the Academic Development Plan, is one to which the Provost and the Campus Council express commitment. The comprehensive team’s recommendation that planning reviews be done on an annual basis may be better served by tying the institutional plan to the two year Hawaii community college and legislative budget cycle.

The Academic Development Plan is being integrated into the statewide Hawaii Community Colleges Strategic Plan, which is itself a part of the University of Hawaii Strategic Plan. This local plan is the primary source document for funding requests or resource reallocations. For the first time the college is exploring the possibility of developing indicators of success which will document
Executive Summary
UNIVERSITY OF HAWAI‘I COMMUNITY COLLEGES
DISTANCE LEARNING STRATEGIC ACTION PLAN

The University of Hawai‘i Community Colleges Strategic Plan, 1997-2007, identifies access as a major goal. Subsequently, this Distance Learning Strategic Action Plan, December 1999, focuses on the UH Community Colleges objective of “Access, Distance Education, and Technologies.” This plan addresses a collaborative system-wide infrastructure for the delivery of distance education, including the distance delivery of the Associate in Arts degree.

Beginning in the 1970s, the Community Colleges have been involved in delivering courses through distance education. Since then, the delivery has been expanded to include on-site, cable television, interactive television, computer-mediated, online, and mixed modalities instruction.

Building on the energy and commitment of a number of ad hoc distance education groups, a system-wide committee was formed in Fall 1997 to address distance learning issues that have resulted in this strategic action plan. The committee membership includes representatives from each community college, the Employment Training Center, and distance learning staff from the UH system and consists of faculty, support staff, and administrators.

Within a climate of concern for access, quality, accountability, and collaboration, the four targeted areas for strategic action include:

- Assessment & Evaluation
- Curriculum Development & Academic Support Services
- Student Services and Information & Marketing
- Resources, Technology, & Facilities.

The priorities for distance learning include:

- Responding to the post-secondary education needs of under-served populations
- Making the best use of technology to broaden teaching and learning opportunities, reaching more students, and improve administrative services.

To meet the goals and objectives of this plan, current human and capital resources need to be enhanced, and additional resources will need to be acquired.
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I. INTRODUCTION

"Providing Access to Quality Educational Experiences and Service to the State."

University of Hawai‘i Strategic Plan, November 1996

Distance learning and technology increase student flexibility regarding the time, place, and pace of study, creating a highly interactive, learning-centered environment that is marked by greater access to faculty expertise and institutional and information resources. The UH Community Colleges Distance Learning Strategic Action Plan focuses on a collaborative and cooperative model for statewide educational access. This Plan supports the needs of learners whose geographic location, work, physical or social conditions, personal circumstances, or family and community responsibilities may impede their access to traditional post-secondary education.

The UHCC Distance Learning Strategic Action Plan operates within the University of Hawai‘i Strategic Plan and the University of Hawai‘i Community Colleges Strategic Plan, stressing access to quality education and service to the state. The University of Hawai‘i Revised Executive Policy E5.204, University of Hawai‘i, Distance Learning Plans, Policies, and Procedures, which directs planning and establishes a policy base, provides procedural guidelines for distance learning.

One of the challenges that emerges through the implementation of this strategic action plan for distance education is to continue to work toward actualization of a seamless system while respecting individual campus entities.

Within a climate of concern for access, quality, accountability, and collaboration, the four areas targeted for strategic distance learning action include:

- Assessment & Evaluation
- Curriculum Development & Academic Support Services
- Student Services & Information and Marketing
- Resources, Technology, & Facilities.

II. HISTORY & DESCRIPTION OF DISTANCE EDUCATION IN THE UH COMMUNITY COLLEGE SYSTEM

On-Site

On-site outreach classes involve instructors hired by another UH campus to teach courses where the students are located. Distance education delivered on-site began in the 1970’s. Leeward Community College delivered on-site courses at the Waianae-Nanakuli Education Center. Honolulu Community College began on-site delivery of courses to OCCC while Maui Community College offered on-site programs on Lanai and Molokai and in Hana. Beginning in 1981, UH West O‘ahu delivered the Bachelor’s in Business and in Public Administration to Kaua‘i. Honolulu Community College began its outreach to the military in the early 1990’s.
Cable Television
Cable TV courses provide instruction to students via commercial television and more recently through public access television. Students receive their course content through television and interact with their faculty through other methods, such as phone and email. Leeward Community College provided courses in the late 1970's over Waianae Cable. County-wide cable television was first offered by Maui Community College in Fall 1982 to Molokai, Lanai, and Maui. In 1984, Kaua‘i Community College offered its first island-wide cable courses, followed by Honolulu Community College in 1990, Kapi'olani Community College and Leeward Community College in 1992, and Windward Community College in 1995. Beginning in 1996, Employment Training Center offered non-credit cable courses in mathematics, English as a Second Language, and communication skills. Honolulu Community College has provided ELI 1, 2, 3, and 4 for non-native speakers of English.

In the late 1980's, representatives of public, educational, and governmental entities met to establish cable television educational access statewide through Na Leo (Hawai‘i), Ho‘ike (Kaua‘i), Akaku (Maui), and Olelo (O‘ahu). In the mid 1990’s a collaborative, non-duplicative model was implemented on O‘ahu for cable course development and delivery of liberal arts courses leading to an Associate of Arts degree.

Interactive Television
Interactive television courses provide for two-way video and audio instruction between students and faculty at various sites. The two interactive television systems currently used are SkyBridge and HITS (Hawaii Interactive Television System). Both of these systems are currently under expansion to meet the growing demand for access. In the mid-1970’s, Honolulu Community College provided interactive television courses to OCCC. In 1986, Maui Community College was awarded a federal grant to build a tri-isle interactive video distance education network called SkyBridge. SkyBridge established two-way video conference centers on Molokai and Lanai and in Hana. In 1991, HITS was established to provide access to advanced degrees statewide. HITS offerings have expanded to include baccalaureate degrees and courses.

Computer-Mediated Instruction
Beginning in the 1980’s, distance education programs and courses incorporated one or more computer modalities, such as word and data processing, PLATO, laser disks and CD-ROMs. Since the mid-1990’s, instructors have been using the Internet to deliver courses that are either completely or partially online, relying primarily on email and fast-developing Web-based technologies, including video- and audio- streaming, and teleweb. Kapi‘olani, Maui, and Leeward Community Colleges pioneered the development and delivery of completely virtual courses. Currently, all other campuses also have online courses.

Mixed Modalities
All campuses are currently mixing and matching technologies to provide both students and faculty optimal learning environments.

NOTE: A history of distance education at each campus is provided in Appendix C.
III. DESCRIPTION OF THE STRATEGIC ACTION PLANNING PROCESS

Organization
For the community colleges, distance education issues first focused on student concerns such as financial aid, admissions, registration, advising, counseling, and library services. Building on the energy and commitment of a number of ad hoc distance education groups, processes were developed to address those concerns. The next step was to address instructional issues. Distance education was then assigned to Academic Affairs in the Chancellor's Office in Fall 1997. A revised E5.204, *UH Distance Learning Plans, Policies, and Procedures*, approved in May 1998, recognized the importance of a standing UH Community College system-wide committee to address distance issues. Subsequently, the Chancellor for Community Colleges appointed representatives to the UH Community College Distance Education Committee.

Charges
In prioritizing instructional issues, the UH Community College Distance Education Committee was charged with planning two activities:
- Develop a UHCC Distance Learning Strategic Action Plan
- Coordinate a statewide distance-delivered Associate in Arts degree.

Representation
The UH Community College Distance Education Committee met as an official body in January 1999 with representation from all campuses, including the Employment Training Center. Committee participation included representation from Deans of Instruction, Deans of Students, Assistant Deans, Registrars, Counselors, Librarians, Media Center Specialists, Faculty Senates, and University Center Directors. UH system representatives from UH Distance Learning Instructional Technology and the UH Office of the Vice President for Planning and Policy were included to assure linkage to the UH system. In Fall 1999, faculty representatives from each campus who were experienced in developing and offering distance-delivered courses were added to the Committee.

Major Activities
- During the Spring 1999 semester, four sub-committees were formed to discuss concerns regarding resource needs; instruction; policies, processes, and information; and data and assessment in relation to distance learning.

- After a review of issues and concerns, the group made a commitment to structure and support a collaborative, multiple-technology distance Associate in Arts degree beginning Fall 2000, allowing faculty to select technologies that best fit course content, teaching styles, and student learning styles.

- System distance offerings from 1997-1999 were identified as a baseline inventory for future degree planning.

- The framework of a delivery system has been designed to enable a student anywhere in the State to enter the program in any semester and enroll as a part-time or full-time student.

- Under the sponsorship of the Community Colleges Faculty Senate Council, a group of faculty, librarians, and administrators met to discuss the feasibility of producing an online Associate in Arts degree as a joint project among the community colleges.
• The Committee reviewed the 1999 All Campus Council of Faculty Senate Chairs Statement on Distance Education.

IV. UH COMMUNITY COLLEGE DISTANCE EDUCATION PRIORITIES (1996-2001)

These distance education priorities were developed based on the UH Community Colleges Planning Context (see Appendix C) which included considerations of the external and internal environments, WASC recommendations, awareness of institutional strengths, planning assumptions, and underlying guiding principles.

University of Hawai‘i Strategic Plan Goal 1 states that the University will provide access to quality educational experiences and service to the State. Nested within that UH system goal are the UH Community Colleges Objectives 3a and 3b.

3a. Respond to the post-secondary educational needs of under served populations through campus-based and non-campus-based delivery means.

3b. Make the best use of technology to improve teaching, reach more students, and improve administrative services.

3a. Respond to the post-secondary educational needs of under-served populations through campus-based and non-campus-based delivery means.

1. Assessment & Evaluation

   Action Strategy 1: Conduct needs assessments for distance-delivered programs and courses.

   Action Strategy 2: Collaboratively develop and deliver high-demand programs and courses.

   Action Strategy 3: Implement standards for distance learning, such as the WASC Guidelines for Distance Education: Principles of Good Practice and the Americans for Disabilities Act.

2. Curriculum Development & Academic Support Services

   Action Strategy 1: Develop a system-coordinated sequence of multi-media courses delivered by UH community college campuses which leads to the Associate in Arts degree.

   Action Strategy 2: Determine the timeline for implementation of the distance-delivered Associate in Arts degree.
Action Strategy 3: Collaboratively develop and deliver courses applicable to the Associate in Arts degree such that a student attending any campus full time can complete the Associate in Arts degree from any community college campus in two years.

Action Strategy 4: Develop a system-wide, two-year Master Schedule of Offerings for the distance-delivered Associate in Arts degree.

Action Strategy 5: Assure that any campus specifying a unique course in its Associate in Arts degree offers that course by technology on a regular cycle.

Action Strategy 6: Develop, at the campus and system levels, integrated and coordinated policies, procedures, and models for seamless access to and delivery of academic support services, such as library services, tutoring, workshops, test proctoring, and computer support services.

Action Strategy 7: Develop system-wide academic student policies, such as those related to grading, academic honors, and probation and suspension.

Action Strategy 8: Develop an online self-assessment for course / program / degree selection.

Action Strategy 9: Develop appropriate sequences of English and mathematics courses below the 100 level.

Action Strategy 10: Identify and schedule “gap” courses needed for effective use of resources and to meet needs of students completing the Associate in Arts degree and preparing to enter bachelors’ programs.

3. Student Services & Information and Marketing

Action Strategy 1: Develop / Revise Student Services policies and procedures to facilitate seamless student access to resources at system and campus levels, such as concurrent registration and home / host, course prerequisites, placement testing, financial aid, application, transcripts, academic advising, residency requirements for graduation, and a student tracking mechanism.

Action Strategy 2: Develop, for the entire cycle, collaborative system-wide procedures that address the issues of registration deadlines, prerequisites, and number of seats in the course.

Action Strategy 3: Provide online information on admission and registration processes and the full range of student support services.
Action Strategy 4: Develop and update an orientation program to assist students in preparing for distance learning and technology in order to meet federal and state guidelines.

Action Strategy 5: Develop systemwide policies related to student conduct, including sexual harassment, student conduct code, and grievance.

4. Resources, Technology, & Facilities

Action Strategy 1: Identify baseline personnel needs, including faculty, for permanent technical staff and support staff and a distance coordinator at each community college campus as well as at the UHCC system level.

Action Strategy 2: Identify baseline telecommunications infrastructure needs, including adapting HITS receive-site capability with digitization.

Action Strategy 3: Identify appropriate funding to establish and support this Strategic Action Plan through such avenues as FIPSE grants.

Action Strategy 4: Identify how revenues and resources, including tuition and systemwide resources, can be shared to support baseline personnel and telecommunications infrastructure needs.

Action Strategy 5: Identify and define system-wide standards of technical and academic support for students, faculty, and staff, including the establishment of standards and the identification of gaps.

3b. Make the best use of technology to improve teaching, reach more students, and improve administrative services.

1. Assessment & Evaluation

Action Strategy 1: Develop a uniform annual evaluation of student access.

Action Strategy 2: Standardize codes to gather student, course, and registration information for enrollment and course offering reports and to ensure coordination with SIS at the system-wide Institutional Research Office.

Action Strategy 3: Implement the system-wide “Student Surveys 1 & 2” for evaluation of the various methods of distance / distributed delivery of instruction.

2. Curriculum Development & Academic Support Services
Action Strategy 1: Develop a uniform annual evaluation of student use of resources, including registration, scheduling information, textbook ordering, library resources, and computer lab facilities and implement changes to improve service.

Action Strategy 2: Develop a professional development plan for faculty and staff to support the use of technology in teaching and learning.

Action Strategy 3: Support Teaching and Learning with Electronic Networked Technologies (TALENT) faculty development on each island.

3. Student Services & Information and Marketing

Action Strategy 1: Develop and maintain a linked system of web pages to include DLIT, UHCC system, individual campuses, and University Center web pages.

Action Strategy 2: Develop a plan for marketing the distance-delivered Associate in Arts degree via print and electronic media.

Action Strategy 3: Develop and maintain a plan and process for automated, seamless distance education application, registration, testing, advising, and transfer using technology.

4. Resources, Technology, & Facilities

Action Strategy 1: Evaluate technologies and methodologies.

V. STAFFING

To be addressed later.

VI. PROJECTED PROGRAM ACTIVITY LEVELS AND RESOURCE REQUIREMENTS

To be addressed later.
### APPENDIX A

**TIMELINE**

**REVIEW & APPROVAL OF STRATEGIC ACTION PLAN**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td>12-10-99</td>
<td>Chancellor reviews Committee progress</td>
</tr>
<tr>
<td>12-14-99</td>
<td>Committee finalizes Working Draft and additional information</td>
</tr>
<tr>
<td>12-17-99</td>
<td>Working Draft reviewed by Deans &amp; Directors</td>
</tr>
<tr>
<td>1-10-00</td>
<td>Working Draft presented to Provosts</td>
</tr>
<tr>
<td>1-20-00</td>
<td>Campuses commit to participate in distance-delivered Associate in Arts degree</td>
</tr>
<tr>
<td>1-28-00</td>
<td>Deans &amp; Directors updated on status of Working Draft and campus discussions</td>
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<tr>
<td>1-28-00</td>
<td>WCET Workshop on Student Services Online Materials for Distance Programs</td>
</tr>
<tr>
<td>2-1-00</td>
<td>Courses &amp; offering campuses for first two years determined</td>
</tr>
<tr>
<td>2-00</td>
<td>Working Draft presented at each campus</td>
</tr>
<tr>
<td>3-00</td>
<td>Working Draft revised in light of campus and administrative input</td>
</tr>
<tr>
<td>3-22-00</td>
<td>Staffing &amp; Projected Program Activity Levels &amp; Resource Requirements sections of Strategic Action Plan completed</td>
</tr>
<tr>
<td>3-31-00</td>
<td>Revised Draft submitted to Chancellor</td>
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APPENDIX B

DISTANCE TERMINOLOGY

Distance Learning
Previously, the term “distance learning” meant that courses and programs were offered to students unable to access traditional campus-based courses and programs. Today, however, this definition is too narrow and obsolete. The term must be expanded to include student access at anytime and at any place, using current and emerging multiple technologies.

Under-served Student
The under-served student is one, who for reasons of distance, economic status, race, culture, gender, age, disability, and family and/or time constraints, is unable to access post-secondary education.
### APPENDIX C

**UHCC DISTANCE EDUCATION COMMITTEE MEMBERS**

(12-99)

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Hawai‘i Community College</td>
<td>Harry Kawamura</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td></td>
<td>Birch Robison</td>
<td>Faculty, Learning Center</td>
</tr>
<tr>
<td>Honolulu Community College</td>
<td>Jon Blumhardt</td>
<td>Director, Educational Media Center</td>
</tr>
<tr>
<td></td>
<td>Rick Brill</td>
<td>Faculty, Natural Sciences</td>
</tr>
<tr>
<td></td>
<td>Beryl Morimoto</td>
<td>Acting Outreach Coordinator, Continuing</td>
</tr>
<tr>
<td></td>
<td>Jan Petersen</td>
<td>Education &amp; Training</td>
</tr>
<tr>
<td>Kapi‘olani Community College</td>
<td>Bert Kimura</td>
<td>Coordinator, Educational Media Center</td>
</tr>
<tr>
<td></td>
<td>Judith Kirkpatrick</td>
<td>Faculty, Language Arts</td>
</tr>
<tr>
<td></td>
<td>Harriet Miyasaki</td>
<td>Registrar</td>
</tr>
<tr>
<td></td>
<td>Jim Shimabukuro</td>
<td>Faculty, Language Arts</td>
</tr>
<tr>
<td></td>
<td>Mike Tagawa</td>
<td>Assistant Dean</td>
</tr>
<tr>
<td>Kauai Community College</td>
<td>Ed Coll</td>
<td>Faculty, Data Processing</td>
</tr>
<tr>
<td></td>
<td>Bonnie Honma</td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td>Helen Sina</td>
<td>University Center Director &amp; Assistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dean for Academic Support</td>
</tr>
<tr>
<td>Leeward Community College</td>
<td>Mike Pecsok</td>
<td>Interim Assistant Dean for Academic Support</td>
</tr>
<tr>
<td></td>
<td>Diane Sakai</td>
<td>Librarian</td>
</tr>
<tr>
<td></td>
<td>Barbara Saromines-Ganne</td>
<td>Faculty, Arts &amp; Humanities</td>
</tr>
<tr>
<td></td>
<td>Mark Silliman</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td>Maui Community College</td>
<td>*Lillian Mangum</td>
<td>Distance Librarian</td>
</tr>
<tr>
<td></td>
<td>Alvin Tagomori</td>
<td>Dean of Students</td>
</tr>
<tr>
<td></td>
<td>flo wiger</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td>Windward Community College</td>
<td>Mike Garcia</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td></td>
<td>*David Krupp</td>
<td>Faculty, Biological Sciences</td>
</tr>
<tr>
<td>Employment Training Center</td>
<td>Gerri Kabei</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>West Hawaii University Center</td>
<td>Kathy Damon</td>
<td>University Center Director</td>
</tr>
<tr>
<td>Faculty Senate Co-Chairs</td>
<td>*Linda Currivan</td>
<td>Faculty, English, Language Arts</td>
</tr>
<tr>
<td></td>
<td>Vinnie Linares</td>
<td>Faculty, English</td>
</tr>
<tr>
<td>Chancellor’s Office</td>
<td>Kathy Yamashiro</td>
<td>Interim Director, Academic Support Services</td>
</tr>
<tr>
<td>UH Distance Learning Information</td>
<td>Hae Okimoto</td>
<td>Manager, Information Technology Services</td>
</tr>
<tr>
<td>Technology (DLIT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH Office of the Vice-President</td>
<td>Paula Mochida</td>
<td>Special Assistant for Distance Learning</td>
</tr>
<tr>
<td>for Planning &amp; Policy</td>
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*New or anticipated appointee in 1999-2000*
APPENDIX D

HISTORY AND FUTURE DIRECTIONS OF DISTANCE EDUCATION
AT EACH UH COMMUNITY COLLEGE CAMPUS
& THE ROLES OF
DISTANCE LEARNING & INSTRUCTIONAL TECHNOLOGY (DLIT)
& THE OFFICE OF THE UH VICE PRESIDENT FOR PLANNING & POLICY
(OVPPP)

To provide a collective view of how distance delivery of instruction contributes to the UHCC system, the following history, description, and future direction of each of the campuses is summarized.

HAWAII COMMUNITY COLLEGE

History
Since 1990, the College has broadcast and received courses via Hawai'i Interactive Television System (HITS), and is considered one of the most active sites in the University system. Current enrollment shows over 300 students from the University of Hawai'i Center West Hawai'i who are enrolled in programs that provide opportunities to earn the Associate in Arts and select occupational and technical programs.

Future Directions
• The College will deliver programs and services to the entire Island of Hawaii.
• The College will develop and expand distance learning programs and services that are sensitive to the community’s needs and assist in the economic development of Hawai'i County.
• The College will actively lobby for design and construction money for the University Center, West Hawai'i.

HONOLULU COMMUNITY COLLEGE

History
In 1988, Directors of the Educational Media Centers from Honolulu, Kapi'olani, and Leeward Community Colleges drafted the franchise agreement for educational access for the University of Hawai'i. In 1990, Olelo was established as a corporation for public access television on O'ahu under a Federal Communications Commission legislation, which mandates access. Olelo funded a $5,000 grant for the production of the College’s first course offering in fall 1991, Anthropology 200. Further courses, credit and non-credit, have been offered since 1992, including Anthropology 200, English 100, English 256, Food Science and Human Nutrition 185, Geography 101, History 151-152, Science 122, and Psychology 100. Current development of a Speech 151 course is ongoing, Spring 2000.

In Spring 1997, the College’s first Internet based course, Astronomy 110, was offered. Teleweb courses combine television broadcasts and web instruction. In Spring 2000, the College is offering six telecourses, two teleweb courses, and five Internet-based courses, reaching over 280 students from all major islands in the state.
Future Directions

- The College will expand the number of technology-assisted courses, i.e. cable telecourses, teleweb courses, and Internet courses.
- The College will formalize reviews of distance learning programs as part of an ongoing institutional assessment plan.

KAPIʻOLANI COMMUNITY COLLEGE

History
Since 1992, distance-delivered courses have been offered and received via HITS, Olelo, the Internet and onsite in health fields such as medical assisting and emergency medical services. The College also offers assistance to its students taking courses from other campuses. Since 1992, distance delivered first and second year foreign language courses have been offered. In Fall 1999, offerings via television were American Sign Language 201, French 201 and Japanese 201.

Internet-based courses have been offered at the College since 1997 on a continuing basis. Current offerings, 1999-2000, are Anthropology 200, Biology 130, English 100, English 215, Japanese 101-102, Psychology 100, Psychology 260, and Math 24. Also, the medical assisting certificate program, consisting of nine courses, is available totally online except for lab and clinical work.

Future Directions
- The College will continue to encourage development of alternative deliveries of courses such as online delivery of courses using multiple interactive technologies.
- The College will support faculty who develop distance learning delivery of courses.
- The College will encourage faculty to participate in collaborative efforts with faculty within the community college system to produce coherent programs and opportunities for students.
- The campus will move towards non-credit offerings for organizations and businesses in the community, which require flexible learning based on workforce training and professional development needs.

KAUʻAI COMMUNITY COLLEGE

History
In 1984, the College offered its first cable course to residents of Kauaʻi. In Spring 1998, the College delivered its first statewide HITS course. Since 1984, the College has provided support for courses and programs from other campuses for a variety of on-site baccalaureate and graduate programs (in education, social work, nursing, library information science, and business administration.) In 1990, the College began receiving graduate and undergraduate HITS courses and in 1996 cable courses from other community colleges. It has built a strong support system for students enrolled in distance courses offered by any UH campus.
In 1997, the College began listing Internet courses from other community colleges in its Schedule of Credit Classes. Internet-based courses have been offered at the College since 1999. Current offerings are Introduction to Computer Science 100, English 215, and Nursing 121.

Future Directions
- The College will actively encourage faculty and staff to explore distance learning courses, programs, and services and to collaborate with colleagues on campus as well as on the other system campuses.
- One program of particular focus will be the development of multi-skill short courses in pre- and post-degree areas.
- The College will pursue both credit and non-credit distance learning programs that meet assessed needs of Kaua‘i residents.
- The College will support the delivery of baccalaureate and graduate education.
- The College will establish a regular community needs assessment process to enable better understanding of needs and actual costs.
- The College will support the distance-delivered Associate in Arts degree.

LEEWARD COMMUNITY COLLEGE

History
In the 1970s, as a Model Cities project, the Waianae-Nanakuli Education Center provided a place for off-campus delivery of courses. Because of the Education Center at Waianae, Leeward also offers telecourses. The College offered its first Olelo course in Spring 1992, and in Spring 2000 will offer its 100th cable course. Also, Leeward Community College typically hosts four to five distance learning television courses each semester for UH West O‘ahu and Windward Community College.

The College augments its cable courses with Internet resources, and in Spring 2000, is offering 8 cable and teleweb courses and 9 Internet-based courses.

Future Directions
- The College will assess the educational needs of the community to identify areas of concentration.
- The College will continue to encourage faculty and staff to develop television, Internet, and combination cable/web courses for distance delivery, and look to the future of other instructional technologies as well.
- The College will actively produce distance learning courses with other campuses, such as UH West O‘ahu and Windward Community College.

MAUI COMMUNITY COLLEGE

History
In 1982, the College pioneered the offering of cable television courses in Hawaii. By 1984, the College operated a television channel that included tape-delayed broadcasts to Moloka‘i, Lana‘i, and Lahaina-West Maui. A nine-meter satellite earth station was added at that time to supplement programming through national teleconferences and additional educational television programs. In 1986, Maui Community College constructed a three isle interactive video network called SkyBridge which delivers classes to the outreach sites of Maui County and to Lana‘i and Molokai. Since 1991, the statewide HITS system, modele
after SkyBridge, has delivered up to four channels to Maui Community College and other campuses statewide. ???

In 1999-2000, the College supported 10 cable courses, 10 SkyBridge courses, and 22 HITS courses. The College supplements some of its HITS system courses with Internet resources.

**Future Directions**

- College faculty and staff will continue to explore and develop multiple technologies for learning and teaching opportunities in both the credit and non-credit areas.
- A “high touch-high tech” approach to the teaching and learning environment is being developed.
- The College will encourage the faculty and staff to collaborate with others throughout the UH system to develop additional teaching modalities utilizing multiple technologies.
- The College will continue to work collaboratively with the University Center, Maui to deliver baccalaureate and graduate programs utilizing multiple technologies.
- Maui Community College will collaborate and participate in the delivery of an AA degree by multiple technologies.
- The College will collaborate to develop appropriate assessment mechanisms regarding teaching and learning that uses multiple technologies.

**WINDWARD COMMUNITY COLLEGE**

**History**

Since Spring 1995, the College has delivered one or two courses per semester via cable. A number of the College’s students have enrolled in distance-delivered courses at other O‘ahu-based campuses. The College advertises distance learning courses offered by the other campuses in its *Schedule of Classes*. The College relies on Leeward Community College’s Media Center to provide assistance in producing its cable television offerings.

**Future Directions**

- The College will utilize its facilities and capabilities to receive and send HITS classes.
- The College will continue to encourage its faculty to develop Internet courses and expand its distance learning offerings via cable television.
- The College will continue to rely on Leeward Community College’s Media Center to provide support to produce its cable television course offerings.

**EMPLOYMENT TRAINING CENTER (ETC)**

**History**

In 1995, the Employment Training Center (ETC) began offering distance non-credit courses via cable television. The first course was an ESL class, Crossroads Café. In 1996, two math courses were offered: Arithmetic on Television and Arithmetic on Television II. Communications Skills was developed in 1998.

**Future Directions**

- The Center will continue to focus on non-credit courses.
- The Center will support and encourage faculty to develop distance delivered courses.
• The Center will develop Web-based remedial and developmental courses and English as a second language courses.
• The Center hopes to partner on distance-delivered courses with Community Schools for Adults.
• The Center will pursue offering courses via cable television, computer-mediated instruction, on-site classes, and other distance education modalities.

UH SYSTEM SUPPORT

Two system entities play key roles in supporting distance learning in the UH community colleges.

• **Distance Learning & Instructional Technology (DLIT)**
  Since 1988, the Distance Learning and Instructional Technology services (DLIT) under the University of Hawai‘i system provides leadership for the use of multiple technologies by all campuses to improve teaching and learning. In 1994, DLIT was assigned to the newly created Information Technology Services (ITS), and assumed responsibility for the Hawai‘i Interactive Television System (HITS), which was part of the Hawai‘i Public Broadcasting Authority (HPBA). DLIT provides management, coordination and support for interactive video and educational applications of Internet and other multimedia technologies.

• **Office of the Vice President for Planning and Policy (OVPPP)**
  In May 1998, the Office of the Vice President for Planning and Policy (OVPPP) prepared the revised *Executive Policy E5.204, University of Hawai‘i, Distance Learning Plans, Policies, and Procedures*. The OVPPP provides coordination of the system-wide distance learning effort, including prioritizing use of system-wide resources, identifying needs, and planning for academic programs and support services. This Office is responsible for the continual refinement and updating of all UH system distance learning plans, policies, and procedures.
APPENDIX E

PLANNING CONTEXT

In addressing Goal A of the UH Community Colleges Strategic Plan, Providing access to quality educational experiences and service to the State, the following contextual aspects were considered as a base for developing the Action Strategies: awareness of external and internal environments, WASC recommendations, institutional strengths, planning assumptions, and guiding principles about learning.

1. An assessment of the external environment in which the UH Community Colleges operate. This environment is characterized by the following features:
   - diminishing public resources
   - performance-based funding
   - increased demands for accountability
   - rapid technological change
   - a changing State economic base
   - increasing restrictions by federal programs providing assistance for special groups.

2. Consideration of recommendations made by WASC:
   - Hawai‘i, Honolulu, Kapi‘olani, Leeward, and Maui Community Colleges had no recommendations concerning distance education from the 1994 accreditation team visit.
   - Kaua‘i Community College was asked to review its mission statement to determine the amount of resources to be allocated to support distance education.
   - Windward Community College was asked to explore distance education possibilities and to address them with the other community colleges in the system issues in workload, scheduling, registration, and other topics regarding televised instruction and to explore possibilities for providing outreach education.
   - Employment Training Center had no recommendations concerning distance education from the 1997 accreditation team visit.

3. Consideration of the internal environment, including the following:
   - A commitment of the UH Community Colleges to respond to the post-secondary educational needs of under-served populations and make the best use of technology to improve teaching, reach more students, and improve administrative services
   - Revised Executive Policy E5.204, University of Hawai‘i, Distance Learning Plans, Policies, & Procedures
   - COMPASS: a common reading, writing, and math assessment and placement process used throughout the UH community college system
   - Changing student demand
   - An increasing need for resource sharing
   - A focus on revenue planning and generation
   - Pursuit of total quality education.

4. Awareness of the institutional strengths of the UH Community Colleges:
   - a commitment to excellence in teaching and learning
   - a continued focus on the needs of individual students
• a commitment to groups traditionally under-represented in post-secondary education
• a focus on the needs of particular student populations and communities
• a commitment to respond to student needs through flexibility in the design and delivery of courses and services
• the breadth and quality of educational partnerships
• the utilization of appropriate technologies to improve teaching, learning, and service to students
• a commitment to encouraging the professional development of all staff
• the recognition that increasing enrollment levels are critical to the organization’s future viability
• a commitment to contribute to the economic and educational well-being of the local community
• an emphasis on providing students with an educational experience with an international dimension.

5. A set of planning assumptions:
• The demands on the University to expand access sites and respond to the geographic areas of the State lacking ready access to post-secondary education will not abate.
• Expectations for high-quality and relevant education and outreach will increase.
• Instructional telecommunications systems will play an increasingly important role in all aspects of college activities. Emerging technologies will provide students direct access to a vast array of instructional resources and support services.
• Distance learning is an integral part of the mission and a primary responsibility of the UH Community colleges.
• Distance learning will be a collaborative enterprise emphasizing partnership and working as a system. Working cooperatively as a system will accomplish more than autonomous campus efforts.
• Accreditation responsibility for any program rests with the campus bestowing the degree or certificate, but responsibility for service to the student is shared by originating and receiving campuses.
• BOR approval of the University Centers on Kaua‘i and Maui and in West Hawai‘i collaboratively assigns these centers to the community colleges in those locations and enables the offering of baccalaureate and graduate degrees and certificates.

6. A set of underlying guiding principles (core concepts) which draw together the concerns or people first, learning-centered services, sharing, broadened access, quality, multiple points of access and departure, willingness to break rules and traditions and foster innovation, entrepreneurial options, and accreditation issues:
• We promote good learning / teaching practices, making an active commitment to quality instruction and encouraging the use of technology for both distance and classroom learning.
• We accommodate multiple learning styles through different technologies, providing different ways for adults to learn.
• We provide current and projected distance learning offerings based on established needs.
• We enable students to reduce time to degree through distance learning options.
• We facilitate and encourage statewide open access for distance learning offerings.
• We collaborate / cooperate within the campus and among campuses.
• We make distance learning courses available throughout the State.
• We offer opportunities for learning, including non-credit and credit certificates and credit degrees via distance learning.
• We enable competency-based learning opportunities.
• We continue to evaluate technologies and methodologies.
• We coordinate evaluation of distance learning to ensure a quality learning experience.
• We encourage a focus that is both local and global.
• We make an active commitment to continuing professional development of faculty, staff, and students in the appropriate use of technology to deliver and support instruction in both classroom and distance learning environments.
• We make an active commitment to provide comparable academic support and student support no matter how a course is delivered.
APPENDIX F

UH COMMUNITY COLLEGES
DISTANCE-DELIVERED ASSOCIATE IN ARTS DEGREE

PLANNING ASSUMPTIONS

Within these 2 key goals, the Committee has maintained awareness of the planning assumptions listed below.

GOALS
• The UHCC system will cooperatively and collaboratively deliver a distance Associate in Arts degree.
• The degree will begin in Fall 2000.

PLANNING ASSUMPTIONS
1. Campus autonomy will be preserved; no “system” degree is contemplated.
2. Each UHCC campus can choose if it wishes to participate in offering the degree and distance-delivered courses.
3. Using the Home/Host process, students can choose any campus that is participating as his/her home campus.
4. The degree will be delivered via multiple technologies, including cable, Internet, and HITS.
5. A 2-year schedule will be provided for students; it will later be expanded to a 5-year commitment.
6. Once courses are listed as being available, their delivery is guaranteed.
7. The degree is intended to reach an audience that has not previously been reached.
8. Where enrollment has dropped, campuses have lost part-time students; these are the students most likely to be attracted back.
9. Students will choose to attend the campus that best meets their needs.
10. Students enrolling in distance-delivered Associate in Arts degree courses could include two types of students:
• Those who intend to earn a degree by distance and
• Those taking distance courses for a variety of reasons:
  • Course not offered by the home campus,
  • No seats remaining in the on-campus course, and/or
  • Course provides a desirable option for reasons of time, location, and/or delivery mode.
11. The degree builds on the commitment and efforts of faculty experienced in offering distance courses.
12. The degree will serve as another way to market the community colleges with the UH system, the legislature, and the public.
APPENDIX G

UH COMMUNITY COLLEGES
IDENTIFYING DISTANCE LEARNING OUTCOMES & RESOURCE NEEDS

[approved by UHCC Distance Education Committee, 3-13-00]

With the new approach to accreditation, outcomes drive what we do. Our collective mission is to provide access to quality educational experiences that meet community needs. Institutional planning, including budget preparation and resource allocation need to be driven by data about how well we are achieving that mission and any gap between our intentions and our results.

A number of planning decisions emphasize the need to consider distance learning as part of the way we do business.

- University of Hawaii Strategic Plan Goal 1 states that the University will provide access to quality educational experiences and service to the State.
- Nested within that UH system goal are UH Community Colleges Objectives 3a: Respond to the post-secondary educational needs of under served populations through campus-based and non-campus-based delivery means and 3b: Make the best use of technology to improve teaching, reach more students, and improve administrative services.
- The UHCC Distance Learning Strategic Action Plan then addresses those two objectives in terms of Assessment & Evaluation; Curriculum Development & Academic Support Services; Student Services & Information and Marketing; and Resources, Technology, & Facilities.
- The March 7, 2000 memo addressing Budget Preparation and Program Planning for the Fiscal Biennium 2001-2003 and the Planning Period 2001-2007 places first priority on increasing access and addressing workforce development needs of the State. Distance Learning support is identified as one of the specific priorities.

This worksheet is intended to serve as a useful tool for individual campus budget preparation and support for budget items related to distance learning.

I. WHERE WE STAND NOW WITH DISTANCE EDUCATION ON OUR CAMPUS AND WHAT IT TOOK TO GET THERE.

A. Distance Learning Products/Outcomes for Fiscal Biennium for 1998-2000

1. Number of distance-delivered courses offered.

2. Number of community college distance-delivered courses received/supported.

3. Number of baccalaureate and graduate distance-delivered courses received/supported.
   (includes University Center courses and courses produced for/by another campus--for example, LCC’s support of UHWO and WCC)

4. Number of registrations in distance-delivered courses offered.

5. Number of registrations in community college distance-delivered courses received/supported.
6. Number of registrations in baccalaureate and graduate distance-delivered courses received/supported.

7. Number of courses developed or revised for distance delivery.

B. Resources Allocated to Distance Learning for Fiscal Biennium 1998-2000

1. Operation & Delivery
   a. Personnel
      (Estimated percentage of time for X positions involved in distance origination and receiving.)
   b. Supplies & Equipment
      (For example, tapes, duplication costs, upgrades to computers, specialized software, FAX supplies.)
   c. Faculty & Staff Development
      (1) Travel Costs
      (2) Reassigned Time

2. Support Services
   a. Personnel
   b. Supplies & Equipment
   c. Faculty & Staff Development
      (1) Travel Costs
      (2) Reassigned Time

3. Instruction & Curriculum Development
   a. Personnel
   b. Supplies & Equipment
   c. Faculty & Staff Development
      (1) Travel Costs
      (2) Reassigned Time

4. Planning, Administration, & Assessment
   a. Personnel
   b. Supplies & Equipment
   c. Faculty & Staff Development
      (1) Travel Costs
      (2) Reassigned Time

II. WHERE WE INTEND TO GO ON OUR CAMPUS WITH DISTANCE LEARNING AND WHAT IT WILL TAKE TO GET THERE.

A. Distance Learning Products/Outcomes for Fiscal Biennium 2001-2003
   1. Number of distance-delivered courses the campus plans to offer.
2. Number of community college distance-delivered courses the campus expects to receive/support.

3. Number of baccalaureate and graduate distance-delivered courses the campus expects to receive/support. (Includes University Center courses and courses produced for/by another campus--for example, LCC's support of UHWO and WCC)

4. Number of registrations expected in distance-delivered courses to be offered.

5. Number of registrations in community college distance-delivered courses expected to be received/supported.

6. Number of registrations expected in baccalaureate and graduate distance-delivered courses received/supported.

7. Number of courses the campus expects to develop or revise for distance delivery.

B. Resources to be Allocated to Distance Learning for Fiscal Biennium 2001-2003

Indicate if new resources are being requested with an * (Examples: You plan to set aside money for faculty development for the first time or you are adding 2 new positions to provide instructional technology assistance and the function of campus webmaster.)

1. Operation & Delivery
   a. Personnel
      (Estimated percentage of time for X positions involved in distance origination and receiving.)
   b. Supplies & Equipment
      (For example, tapes, duplication costs, upgrades to computers, specialized software, FAX supplies.)
   c. Faculty & Staff Development
      (1) Travel Costs
      (3) Reassigned Time

2. Support Services
   a. Personnel
   b. Supplies & Equipment
   c. Faculty & Staff Development
      (1) Travel Costs
      (2) Reassigned Time

3. Instruction & Curriculum Development
   a. Personnel
   b. Supplies & Equipment
   c. Faculty & Staff Development
      (1) Travel Costs
      (2) Reassigned Time
4. Planning, Administration, & Assessment
   a. Personnel
   b. Supplies & Equipment
   c. Faculty & Staff Development
      (1) Travel Costs
      (2) Reassigned Time