Substantive Change Proposal

Associate of Arts (Liberal Arts) Distance Education Program

Windward Community College
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Introduction

Windward Community College offers two Board of Regents approved certifications: a Certificate of Achievement in Veterinary Assisting and an Associate in Arts (Liberal Arts). The College is not proposing to offer new or separate degrees or certification online, but rather is expanding the number of courses that it offers through this modality. This substantive change addresses our expansion using the online delivery method which serves current student body needs by allowing a student to take over half of the courses needed for an AA degree online.

Description

Since the introduction of cable TV and the World Wide Web, an increasing number of courses have been developed for delivery via these and other distance modalities. This also is true of curriculum development at Windward Community College (WCC). Students at WCC now can earn more than half of the number of credits required for the Associate of Arts (AA) degree in Liberal Arts through distance learning.

It is important for the Commission to know from the beginning that WCC is not planning to offer a degree or certificate program of any kind exclusively through Distance Learning (DL). Courses being offered through distance modes are courses that students have evidenced a demand for, either through their responses to surveys or their repeated requests (anecdotal evidence). WCC only will be offering an alternative opportunity for our students to enroll in classes they need. At WCC, DL classes should be perceived in the same way as evening or weekend classes, not as a separate "program" offered under its own unique administrative unit.

Description of AA Program Offered

The WCC Liberal Arts program offers courses designed to meet the needs of students transferring to four-year institutions to complete a baccalaureate degree. An AA degree is awarded to students who complete the required 60 credits. Below are the degree requirements with descriptions taken from WCC's current catalog:

Graduation Requirements:
Writing Intensive (WI): 2 courses
Computer and Information Literacy
Placement into MATH 100 or completion MATH 25 or higher with a grade of "C" or better.

Oral Communication (OC)
Required: a total of 3 credits
SP 151, 181, 231, 251

Foundation Requirements:

Written Communication (FW)
Required: a total of 3 credits
ENG 100

Global and Multicultural Perspectives (FG)
A total of 6 credits from two different groups
Group A: HIST 151
Group B : HIST 152
Group C: REL 150 (if taken Fall 2008 or after)

Symbolic Reasoning (FS)
Required: a total of 3 credits
ICS 141 (beginning Fall 2010)
MATH 100, 103, 112, 135, 140, 203, 205
PHIL 110

Diversification Requirements:

Arts, Humanities and Literature
Required: a total of 6 credits, each course selected from two different groups
Arts (DA)
Art 101, 102, or 104D, 105B, 105C, 107, 108, 111, 113, 114, 115, 116, 123, 189, 207, 208, 213, 214, 223, 224, 243, 244, 253, 260
ENG 204A
HWST 130, 135
HPER 125*
HUM 100, 269V*
MUS 101*, 108, 114*, 121B*, 121C*, 121D*, 121f*, 121Z*, 122B*, 122C*, 122D*, 122F*, 130F, 221C*, 222C*, 253
SP 151, 231, 251
THEA 101, 211, 221, 222, 240, 260
*any combination that totals 3 credits will be considered the equivalent of one semester course

Humanities (DH)
ART 269V, 270, 280
HWST 107, 255, 270, 285
HIST 231, 232, 241, 242, 281, 282, 284 or 224
IS 160A, 160B and 160L, 260 A, 260B
LING 102
MUS 106, 107, 166
PHIL 100, 101, 102, 211, 213
REL 150 (up to and including Spring 2008), 151, 201, 202, 205, 207

Literature (DL)
ENG 270, 271, 272, 209

Natural Sciences

Required: A minimum of 6 credits with 3 credits from the Biological Science area (DB) and 3 credits from the Physical Science area (DP). In addition the student must take a science laboratory/field trip course (DY).

Note: BOLD TEXT denotes Natural Science Courses that fulfill both a lecture (DB or DP) and a lab (DY) course simultaneously.

Biological Sciences (DB)
AG 120
ANSC 142, 151
AQUA 106, 201
BIOL 100, 101, 124, 171, 172, 200, 265, 275
BOT 101, 130**,** 160**,** 205, 210
FSHN 185
IS 201
MICR 130
OCN 220
SCI 123
ZOOL 101**,** 106, 107**,** 141, 142, 200, 254

Physical Sciences (DP)
ASTR 110, 130, 180, 181, 250, 281, 294V
CHEM 100, 151, 152, 161, 162, 272
GEOG 101
GG 101**,** 103, 166
MET 101
OCN 201
PHY 122, 151, 152, 170, 272

Natural Sciences Lab (DY)
ANSC 142L, 151L
AQUA 106L, 201L
ASTR 110L, 250L
BIOL 100L, 101**,** 124L, 171L, 172L, 200L, 265L, 275L
BOT 101, 130, 205, 210
CHEM 100L, 151L, 152L, 161L, 162L, 272L
GEOG 101L
GG 101**,** 210, 211, 212, 213, 214
IS 201, 260L
MET 101L
MICR 140
NREM 250
OCN 201L
PHY 122L, 151L, 152L, 170L, 272L
SCI 123
ZOOL 101**,** 107**,** 141L, 142L, 200L

Social Sciences (DS)
Required: a total of 6 credits from 2 different subject areas
ANTH 150, 175 and 175L, 200
BOT 105
ECON 120, 130, 131
FAMR 230
GEOG 102, 122, 151
GIG 150
ICS 100
POLS 110, 120, 130, 180, 243
PSY 100, 170, 202, 224, 240, 250, 260, 270
SOC 100, 218, 231, 250, 251
SSCI 200
WS 151, 200, 202

Note: Generally, any one course can only fulfill one area, e.g., SP 151, SP 231, SP 251 can fulfill either OC or DA, but not both. Certain Natural Sciences can fulfill both DB or DP and DY.

AA Program Learning Outcomes
Upon completion of the Liberal Arts program from WCC, the student will be able to:

- Draw on knowledge from Liberal Arts to succeed in upper division courses.
- Recognize and respond to the wonders and challenges of the natural environment, both biological and physical.
- Use research and technology skills to access information from multiple sources; use critical thinking and problem solving skills to evaluate and synthesize information to form conclusions, ideas, and opinions.
- Express ideas clearly and creatively in diverse ways through fine and performing arts, speech, and writing.
- Recognize one's role in community and global issues with respect to diverse cultures and differing views while embracing one's own cultural values and heritage.
- Engage in civic activities with a sense of personal empowerment.
- Enter and perform effectively in the workforce.
- Develop skills to improve personal well-being and enhance professional potential.
- Use knowledge and skills to maintain and improve mental and physical well-being.
- Pursue life-long learning.

Distance Learning at WCC
Historically, WCC offered one introductory, non-laboratory biology course via cable television and two additional courses (Business Writing and Meteorology) online.

The first online classes at WCC were offered in Fall 2001. From then through Spring 2008 the number of courses offered ranged from none to five (see Appendix 1). Fall 2008 was the first semester the UH System adopted Laulima, a Sakai-based online learning system, as its primary course management tool. With the advent of Laulima, instructors were encouraged to upload their syllabi and course materials to course sites and also to use interactive tools such as Gradebook, Discussion and Chat. Online courses were offered exclusively through Laulima. However, many traditional courses adopted components of Laulima to complement the classroom environment.

In Fall 2008, WCC offered one online course (MET 101) through Laulima. At about the same time, the WCC webpage was redesigned to make information more accessible. Course descriptions, schedules of classes, and learning resources were created. The website, thus, has complemented the increase in online learning. With this structural framework in place, many instructors have chosen to adopt a variety of content delivery modes in a single class. In Spring 2009, four exclusively online classes were offered: ENG 209, ICS 100, MET 101, and NREM 250, which was the largest number of online courses offered to date. SOC 100 was the one class offered in Summer 2009.

With the Fall 2009 semester, the DL course offerings numbered 15, (14 of which were online) with a total enrollment of 287 students, or an average of 20.5 per section. Five of the courses had been offered before (ENG 209, MET 101, SOC 100 [2 sections] online, and BIOL 171 on Cable) while 10 were offered for the first time (CHEM 100, CHEM 100L, ECON 130, ICS 101, ICS 107, ICS 111, ICS 141, and MATH 203). The course offerings included a science laboratory (in Chemistry) and two courses that had multiple sections (CHEM 100 and ICS 107, with ICS 107 having two different instructors).

With this leap in number of online offerings, a more substantial program of online course development began. At this time, the College's Technical Vision (TechVision) Committee discussed expanding online opportunities. Vice Chancellor Richard Fulton contacted colleagues at Washington Online (WAOL) to find out what the most heavily subscribed courses were in that large, statewide online cooperative. From the list provided by WAOL coupled with courses which had been requested by our own students and past successes in online offerings, WCC developed an initial list of courses to target for online instruction.

Also in Fall 2009, the College started to move away from a paper-based student evaluation system to eCafe, a UH System online evaluation tool. Concurrently, WCC developed its own evaluation for online courses offered here. Discussion among faculty suggested that eCafe might not be appropriate for online courses. Therefore, it was left up to the individual faculty to decide whether to use the locally-developed evaluation tool or to use the eCafe in the case of online courses.

In Spring 2010, 15 DL courses were offered; 13 sections, with a total enrollment of 296, were online, yielding an average enrollment of 22.8 per section. Of those courses, eight had already been offered before (CHEM 100, ECON 130, ICS 100, ICS 101, ICS

107, ICS 111, MET 101 and SOC 100) and four were offered the first time (ANTH 150, ANTH 200, ENG 100, ICS 115). One course offered multiple sections (CHEM 100). The annual class schedule for 2010-11 lists 25 online classes in the Fall and 27 (counting multiple sections) in the Spring (see Appendix 2 attached). For both Fall 2010 and Spring 2011, most of the online classes filled before traditional face-to-face classes did.

Data for fall 2009 and spring 2010 indicate that average DL class enrollments are comparable to traditional classes (21.7 for DL, 23.6 for face-to-face), with successful completion rates (e.g., completion with grade of C or higher) slightly lagging successful completion in traditional classes (62 percent for DL, 68 percent for traditional classes). Each time a course is offered initially online, the enrollment is capped at 25 to allow teachers to focus on the new modality. Thus, the slightly lower enrollment rate reflects this initial offering cap. Due to lower completion rates, our DL leadership will work with student services during the 2010-2011 academic year to construct intervention strategies that will increase successful DL completion.

More information on online learning at Windward CC can be found at http://windward.hawaii.edu/online. Data for online classes, including reports, are available at http://windward.hawaii.edu/online/data/.

Relationship to WCC Mission

Windward Community College's Mission Statement:

WCC is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

WCC's purpose is to serve the postsecondary needs of individuals residing in the communities served by the College. In 2008, WCC held a series community meetings and commissioned SMS to initiate a community survey. The survey showed that, of our currently unenrolled but potential students, 69 percent work full time and thus would have problems fitting into a traditional class schedule. Another 53 percent indicated that they could take classes only after 4:00 pm (p. 18-19). Due to these results, administration encouraged a more robust evening schedule and a greater offering on online courses which could serve our population more effectively.

WCC is also committed, through a series of College Strategic Goals which reflect the University of Hawai`i System and University of Hawai'i Community Colleges Strategic Outcomes. These goals include increasing enrollments of both native Hawaiian and other Windward area students in a variety of categories, including age groups, e.g., 25-49, level of learning skills, e.g. developmental, general education core, advanced elective, and learning goals, e.g. STEM. An emphasis on online implementation as well as evening courses was chosen in order to maximize our course availability to our entire potential student population. Online courses are particularly effective because they are

not limited by classroom availability and prevent conflicts with student time availability and transportation needs.

Rationale for Change

Over the last several years faculty have experimented with offerings which combine portions of the class meeting face to face, and other portions (exams, videos, etc.) provided online. Additionally, many of the College's faculty have expressed interest in teaching classes online. Instructor interest coupled with student demand as evidenced in enrollment trends has led Windward to increase the number of online courses offered and also look at other DL modes of delivery. To this end, WCC plans to install interactive television equipment in two remote sites in our service area to serve potential students who may be more comfortable with that mode of instruction.

Most of the other schools in the University of Hawaii Community College System have been offering online instruction for several years. Vice Chancellor Richard Fulton helped structure the very successful Washington Online consortium and has had experience with the opportunities and pitfalls of DL. Many new faculty have taught online at other institutions before coming to WCC. The faculty and administration at WCC can, therefore, take advantage of the experience of other institutions to avoid common problems as a successful DL operation is constructed. As one faculty member said, "Distance Learning has been around longer than many of our faculty have been; we're not inventing anything new."

B. Program Purposes; Commission Policies and Accreditation Standards

Purpose

As noted above, the educational purposes of the AA in Liberal Arts Distance Learning Initiative are an integral part of the Goals, Mission, and Strategic Outcomes of WCC. Specifically, the flexibility offered to students, as well as the comfort level that many students experience in taking an online class as opposed to traditional courses will help the College serve its students more effectively while meeting the following WCC Strategic Plan Outcomes:

2.1 Increase enrollment
2.4 Increase number of FT students completing at least 20 credits in first year
2.5 Improve retention from fall to spring and persistence from fall to fall
2.6 Increase the number of programs offered to underserved regions.
4.6 Increase STEM enrollments
4.7 Increase opportunities for incumbent workers

Commission Policies

WCC is committed to assuring that DL classes "have the same quality, accountability, and focus on student outcomes" as traditional classes. To that end, the College has responded to each of the Policy Elements from p. 7-8 of the August 2009, ACCJC "Distance Education & Correspondence Education Manual" as follows:

Policy Element 1: **Development, implementation, and evaluation of all courses and programs, including those offered via distance education…must take place within the institution's total educational mission.**

All courses offered through distance learning are courses that already existed as traditional lecture or lab courses. Faculty who wish to revise a current course so that it may be offered in a DL mode must first receive approval from the department, the appropriate Dean, and the Vice Chancellor for Academic Affairs. Because courses offered through DL are not new courses, but merely existing courses taught through a new mode, they need not be reviewed or approved by the College's Curriculum Committee. These courses meet the same Student Learning Outcomes and level of rigor as their counterparts delivered through traditional modality.

Policy Element 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… .**

The College's Instructional Developer has also taken on the role of Distance Learning Coordinator. He trains first time DL instructors in online strategies, ensuring that DL instructors:

- Include appropriate methods for assessing SLOs
- Understand the strengths and weaknesses of Laulima, the UH System's course management system
- Can access and use appropriately online sites and technologies for supporting lessons
- Know best practices for online instruction
- Can use the institution's online class assessment form or eCafe, the online assessment tool used in face to face classes

In addition to providing solid training in online learning pedagogy, WCC is also stringent in the selection of faculty for teaching online courses. The faculty who have developed DL courses for WCC have all been either full time faculty or long-term lecturers at the College. All classes have been taught initially by the faculty who developed them. In one instance, a full time faculty member from another community college was appointed to teach an on-line class when an WCC faculty member was unable to teach it. When this occurred, the off-campus faculty member applied for the position, and needed to submit all of the usual documents as well as interview with the appropriate people before being chosen for the position. The person who was hired had six years of successful online teaching experience with that class (Introduction to Sociology) at his home institution.

The DL Coordinator facilitates the evaluation of online courses. He ensures that instructors receive results from the institutional online class assessment form. Instructors receive eCafe results directly. As with traditional classes, such assessments are used in contract renewals, tenure/promotion decisions, and continued hire of lecturers. In the English department, the discipline coordinator, Ms. Jean Shibuya, also registered in Laulima in order to be able to evaluate the online offering of ENG 100 Expository

Writing. Through this, she was able to help guide the instructor in development and review of course online implementation.

Policy Element 3: **Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education.**

      Because the teaching mode for DL courses has been adapted from already existing courses, all courses offered through DL have the same SLOs as courses taught through traditional modes. SLOs for DL courses are assessed on the same schedule as SLOs for traditional courses.

Policy Element 4: Institutions are expected to provide the resources and structure needed to accomplish these outcomes.

      WCC has provided substantial resources to faculty - 3 credits of assigned time or an equivalent stipend as well as access to workshops and tutorials- to develop online courses. As noted in **Policy Element 2** above, the Instructional Developer has been assigned the responsibility of preparing faculty to teach effectively online. To this end, a teaching lab has been built in Hale A'o in which the Instructional Developer can hold scheduled seminars and workshops on DL issues.

Policy Element 5: Institutions are expected to demonstrate that their students achieve these outcomes through application of rigorous assessment.

      Student Learning Outcomes are initially submitted at the time the course is proposed to the Credit Curriculum Academic Affairs Committee. Upon submission to this committee, the SLO's are reviewed by the Institutional Effectiveness subcommittee on SLO Assessment. Course SLO's are reviewed for appropriateness, accessibility, and other related factors for a given course without regard to the modality of instruction. Thus, students completing a given course will achieve the same outcomes whether it is taught online or through face to face interaction. Courses are assessed for SLO achievement on a 5-year rotating schedule at WCC, in which 20 percent of courses are assessed per department per year. Online sections of courses follow this schedule in the same manner that traditional courses do. Achievement of SLO's in online courses can therefore be evaluated to the same level of rigor as in traditional courses and, indeed, compared with the corresponding traditional courses.

Policy Element 6: Institutions are expected to provide the ACCJC reasons to believe that these outcomes will continue to be accomplished.

      Because the assessment of outcomes in these courses is integrated with outcomes assessment across the institution, the Commission can be assured the outcomes expressed in a DL course meet the same rigor as those of traditional courses and that both will be assessed at the same time.

Policy Element 7: Institutions are expected to provide the ACCJC advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the Substantive Change process.

This substantive change document is our notification that WCC is expanding significantly its use of the internet and new interactive technologies to enhance the instructional delivery modes
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Policy Element 8: Institutions are expected to provide the ACCJC advance notice of intent to offer a program in which 50% or more of the courses are via distance education…through the Substantive Change process.

New courses being offered in 2010-11 will bring the total number of classes for the AA degree offered online to above 50 percent. Seven of 12 required core and diversification classes will be available online. This substantive change document is our notification to the Commission of our intent to move past the 50 percent mark.

Policy Element 9: Institutions…have processes in place through with the institution establishes that the student who registers in a distance education…course or program is the same person who participates every time… . This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password… .

WCC adheres to the standard University of Hawai`i Community College System requirement that all classes use Laulima as the course platform. All colleges in the University of Hawai`i system use the same process to authenticate students enrolled in courses. First, students must use their UH ID and password to access a Laulima Site. Students must also be part of a course in order to access any materials in that course. They are only added to the site if they are registered or if an instructor manually adds them. The sites are as secure as any password-protected part of the UH system and the sites themselves are as secure as physical classrooms. Second, at the discretion of the instructor, assessments in online classes can be proctored. This allows an additional authentication of students because they must produce photo ID and take their classes in a secure environment. Additionally, all students must have a secure, unique log-in and password to enter Laulima. Therefore, only the person who registers for the class can log into the system.

Accreditation Standards Related to Student Learning Programs, Services, Resources

Windward Community College's current accreditation is evidence that the AA program meets all ACCJC accreditation standards. The detailed response to the DL policy issue above, and further responses provided in Section G below provide evidence that the expanded DL initiative at the College will in fact meet the expectations outlined in the Standards.

C. Description of the Planning Process

Relationship to Planning Process and Mission

The incorporation of online coursework at WCC has been mission-driven and has utilized our existing planning processes. As noted above, online courses were implemented due to needs analysis done through our regular planning process. This

incorporation has been formatively assessed at all points within the planning process through analysis of enrollment data and guidance by a faculty committee led by an Instructional Developer. Most recently, online instruction planning was given impetus by the Instruction Office goals for 2009-10, which include, as Goal 5, the doubling of DL offerings, as assessed in the Annual Assessment of the Instruction Office. This was a direct response to our needs analysis.

Not only does this initiative correspond to internal strategic planning, but also it speaks to the Mission of the Community Colleges of the University of Hawaii System "to broaden access to post-secondary education in Hawai'i… " Through expanding our ability to reach our community without restriction to time and classroom, WCC is better equipped to fulfill its mission of providing "excellence in liberal arts and career development …" to members of our community.

Assessment of Needs and Resources
As noted above, the development of online learning at WCC has been guided through assessment of our needs and focused on successfully implementing the resources needed for its success. Needs assessments include analysis of online offerings within the system and at other institutions by our Tech Vision Committee, anecdotal evidence of student needs and requests, community forums, and an extensive survey of WCC's community needs. Each element strongly affirmed the need to instantiate and broaden online education.

Online learning environment needs were met through a combination of system and institutional resource building. The UH System's Sakai-based Laulima provided a stable platform to make online education universally available for member institutions. Additional resources, such as WCC's online student evaluation form, web-based tutorials and information, and other technical resources have strengthened our effort. With the paradigm shift in education toward online resources, many commercial resources have also facilitated meeting learning environment needs. For example, My Writing Lab and My Math Lab are available from book publishers and are used to complement Laulima's instructional environment. This industry wide focus on providing online resources at reasonable rates and with high accessibility has greatly strengthened the ability of any institution to deliver high quality online content.

One strength in the student classroom experience at WCC is our integration of Service Learning. This has been maintained in the online classroom in a manner similar to that of the traditional classroom. The Service Learning Coordinator works with online faculty to incorporate Service Learning into DL by allowing for flexibility with the site where the Service Learning occurs. Thus, WCC has evaluated and addressed the need for this resource.

The primary financial resource for developing the classes came from the Title III grant. The Title III Committee recognized that DL offered many students in isolated areas the opportunity to take classes, and many students who were already enrolled the flexibility to take more classes which resulted in earlier graduation. Therefore, resources

were allocated to provide instructor release time and stipends in order to develop quality online coursework. The Office of Academic Affairs complemented this with a commitment to reduced class size in the initial online offering of each given class. Title III also recognized the need for professional development for faculty teaching these courses. Therefore, resources were allocated to create an Instructional Developer position and small classroom for training.

To address instructor needs, the Instructional Developer position was tasked with creating workshops, tutorials, and guidance for our faculty. A committee of online instructors volunteered to serve as an advisory group for the Instructional Developer, who took on the role of Online Coordinator. Teaching faculty meet regularly with the Instructional Developer as a group and individually.

Student needs in the classroom were assessed through the WCC online course evaluation instrument or through eCafe, which have similar response rates for both online and traditional classes. Students noted resources to be adequate in the online environment. However, WCC is further investigating this area.

In order to ensure that online students have parity in their access to non-classroom resources, WCC is instituting a number of initiatives. The Library, in particular, has substantially increased access to books, databases, and other resources online. This includes tutorials on citation and other library-related skills. The newly developed Writing Lab at WCC ensures parity through devoting a percentage of the instructor's time to reviewing student materials submitted electronically. Student advisors are available for help via email and phone for those registering online. The Testing Center provides capacity for students to take monitored tests in person for online courses. We work with other facilities when students cannot easily access our center. Computing Services at WCC is currently assessing plans to deploy virtual desktops to make institutionally licensed software available off-site for students. The UH System is currently negotiating to purchase online tutor access for a number of subjects including English, Math, and Science.

Anticipated Effect of DL on the Rest of the College
To date, the College has had a significant enrollment increase. This reflects a large expansion in DL enrollments, as well as a general increase in enrollment. Analysis of enrollments in 2009-10 indicates that online enrollments provided a significant share of WCC's enrollment increase. Because the College is allowed to retain all student tuition and fees, because the tuition structure is such that a minimum of 15 student enrollments will pay for the cost of an instructor, and because online classes tend to fill to the capacity of 25-35 enrollments, the College is experiencing a net revenue uptick, which will increase as the net number of DL enrollments increases. Thus, general operating budgets will increase for all segments of the campus.

Increases in online offerings have impacted all facets of the campus, including advising, registration, library, computing services, tutoring, and financial aid. Due to this, the campus has allocated a number of positions through both grant and general

funding and through a recently completed campus reorganization. The reorganization devoted two new resource faculty with responsibilities in the Writing Center, two with Math Business, four advisors, and one institutional research programmer. Title III grant funding has created an outreach financial aid position, a tutoring/supplemental instruction coordinator, and a program researcher. Enrollment is now done substantially online, allowing for convenience for DL students. One library position is currently tasked with online assistance in addition to other duties. In anticipation of further need, a request has been submitted to the Planning and Budget Council for an online librarian.

Significantly, at a time when many colleges are experiencing facilities problems while coping with large enrollment increases, WCC has been able to increase class section offerings by almost 8 percent without straining the physical facilities. One other significant impact of DL is that many more faculty are using the internet to enhance instruction in their traditional courses, which should result in improving instruction across the board.

Intended Benefits of Expanding DL
Expanding DL offerings will allow:

- WCC students greater flexibility in scheduling classes, enabling them to complete their programs in a timely fashion
- The College to make more efficient use of increasingly scarce physical space
- Students in isolated areas access to College instructional programs
- The opportunity to excel for students whose learning style is suited to the online environment.

Preparation and Planning Process for the Change
Preparation and planning for the increase in online coursework which can enable approximately 50 percent degree completion via DL has been done in a progressive manner that has recently accelerated. As noted above, the Tech Vision Committee guided the initial process of online implementation based on needs analysis. A major part of the planning process was the assessment of needs and resources described above. The advisory committee of online faculty members helped prepare for an expansion of the program by helping to design some of the training modules, and by advising on such issues as student preparation as well as faculty preparation, assessment tools, and best practices. Title III and the Office of Academic Affairs collaborated to provide structure, funding, and professional development. With the recent acceleration in offerings, Title III, the Office of Academic Affairs, and the Instructional Developer continue to collaborate in order to provide training, support, and needs assessment. Indeed, the Annual Planning Goals for the Instruction Office for 2009-10, as assessed in the Annual Report, were to provide support for the creation and offering of at least 12 classes/semester in the 2010-11 Annual Schedule. As it happened, faculty enthusiasm for embracing the online opportunity led to offering 14 sections in Fall, 2009 and 13 sections in Spring 2010, with plans for offering 24 sections Fall 2010 and at least 27 sections in Spring 2011 (see Appendix 2 attached).

As we exponentially increase course offerings, we can build upon the solid foundation formed by the initial gradual increase in offerings and assess the process of change. Incorporating online learning assessment into our general assessment process ensures parity, regularity, and the opportunity to compare outcomes for courses offered in this modality versus traditional format. It enables a campus wide discussion on online student learning outcomes that a more focused and separate assessment process would not facilitate. Furthermore, it helps ensure that the process is ongoing, cyclical, and sustainable.

A positive student experience in online learning is crucial to successful implementation. Thus, WCC has focused on student evaluation through CCSSE evaluations, eCafe, and our own online too. Initial analysis of student reactions to online classes shows a satisfaction level at about the same as for traditional classes.

D. *Administrative, Financial, and Physical Resources*

Sufficient and Qualified Faculty, Management, Staff
From the beginning, WCC has ensure the qualifications of online staffing by utilizing faculty who already successfully teach the face to face versions of these courses. Thus, the faculty are not only well versed in a given subject, but have experience with the given course. Many of the faculty members who initially stepped forward to develop and teach online courses had experience teaching online elsewhere. All of the faculty were and are prepared to learn how to work online within the College's Laulima delivery system. The one Library Faculty member, who has worked on the online initiative from the beginning, has experience in assuring appropriate online library support for students.

In 2009-10, two faculty members with successful online teaching experience organized a peer-mentoring system to help colleagues learn skills appropriate for blended as well as fully online teaching. The Faculty Mentoring Project was funded by the Staff Development Committee for the period of Jan. 29-May 10, 2010. Five mentor-mentee teams were organized to provide access to each other's online courses, sharing resources, tools and strategies, and participate in discussions on pedagogical and redesign issues. Each mentor-mentee pair developed its own goals and met for a minimum of three meetings. Some of the goals were technical in nature, such as creating videos, preparing online test banks and quizzes etc. while others were pedagogical in nature, such as how to design a blended or online course. More details and a copy of the application form can be found at http://windward.hawaii.edu/calendar/2010/mentoring. These same two faculty members also organized a workshop on creating instructional videos, which was presented during the college's WILD Day (March 5, 2010) and was attended by over 20 faculty.

In the last two years, computer training by the Instructional Developer has focused on using Laulima, the UH System's standard course management software. A mixture of workshops has been offered providing a general overview of Laulima and focused on training on specific tools. Topics for the trainings include:

- Laulima Introduction
- Laulima—Resource Management with Dreamweaver
- Laulima—quizzes
- Laulima—discussion boards
- Laulima—gradebook

In addition to workshops at WCC, workshops on online learning have been offered at other colleges in the UH system. Leeward CC, for instance, offered a one-week iCourse that was attended by two faculty from Windward.

Workshops were also offered on Dreamweaver. Dreamweaver allows for a better designed course experience. Faculty were given access to generic and customizable course templates that include a menu navigation system and a CSS file.

One-on-one and small group support was also offered by the instructional developer and members of the computer support staff.

Finally, a listerv was created for online teachers (wcc-online@lists.hawaii.edu). The list has been used to facilitate informal discussions between faculty and staff who are interested in online learning.

The minimal staff support required for producing flyers and stuffing envelopes has been available from the Academic Affairs Office.

The Instructional Developer has a wealth of experience in teaching and taking classes online. He is also working on a Masters Degree in Educational Technology with a focus on Online Instruction.

By developing our current faculty, who are experts in their fields, so that they can teach in the online environment, the institution has ensured parity of information conveyed and topics covered, as well as qualifications of faculty. By empowering them to be the sole creators of their online classrooms, rather than having others create online classes for them, we have provided professional development and maintained academic freedom and excellence.

Appropriate Equipment and Facilities; Control Over Off-Campus Sites.
The College maintains three computer labs, plus open computers located in the Library, Student Union Building, and the lobbies of several academic buildings. All the equipment is available for students to use. Many online students who are also enrolled in traditional classes report that they use computers on campus to do online coursework. For those with limited access to campus during operational hours, the Computing Services Department is currently investigating virtual desktops to allow for software access for all students of the institution.

Last year, a Math Center was opened at WCC. Course instructors can be contacted via email or telephone for consultation by distance students. This year, our

Writing Center has started to offer services. To ensure access for online students, the Writing Center faculty devotes a portion of her time in the Center to emailed help requests. She also has access to telephone requests and can schedule appointments for both traditional and online students.

As noted above, the Library has made strides in offering online resources, tutorials, and services which opens access for all students. Workshops by the library on utilizing cloud technology and other online resources help ensure that all faculty are best prepared to function in the online information world.

The Instructional Development lab in Hale A'o is available for faculty members to use under the Developer's guidance for curriculum construction. Faculty members all have office PCs, and faculty and students can log onto Laulima 24/7.

When the College initiates interactive television classes, the Instructional Developer will train faculty members in best practices for teaching in front of a camera. The College is in the process of negotiating for off-campus sites at two public schools in the Kahuku area and with the Job Corps. In each case, a contract will be negotiated that gives the College control over the site during instruction hours.

Fiscal Resources

As discussed earlier, Title III has contributed significant funding for professional development and course creation. The Office of Academic Affairs has contributed monetarily through providing lowered enrollment caps in initial offerings of online courses. With 27 classes up and running in Spring 2011, the Office of Academic Affairs has more than reached its initial goal of doubling the number of online courses. Thus, further increases in offerings will be incremental. The College has set aside $10,000 in this fiscal year's budget to develop up to five more classes as distance offerings in 2011-12. A similar amount will be requested for 2012-13 if demand for more courses warrants it.

Classes currently being offered through DL formats are offered as part of the College's regular curriculum, and as such are included under the budget item for Instruction. Such classes must meet the same requirements as those classes taught in a traditional manner in the curriculum. They must be proposed by the departments and approved by the Academic Affairs Office, and they must attract at least 10 enrolled students (see Appendix 3 attached). The system budget office does not treat enrollments in online sections differently from enrollments in traditional sections. Thus, online courses after the initial offering pay for the resources they utilize in the same way that traditional courses do. As we have worked to provide parity in resources for online students, the cost reduction in brick and mortar investment is off-set by increases in both physical and human online resources.

In the event that the College is required to cut back on class offerings because of a state directive to do so, online classes would be evaluated for cancellation in the context of an overall cutback. That is to say, online classes will not be singled out as a group for

possible cutback. It is important to remember that in Hawai'i student tuition pays a significant amount of class costs. At current levels the tuition from 15 enrollments will cover the cost of an instructor (see *Fiscal Sustainability* below). Currently, WCC enrolls an average of about 23 students per class, leaving us with the flexibility of running some classes below that 15 minimum.

The College does not expect to face a substantial long-term cost commitment directly related to DL. Interactive television equipment has been purchased through a grant, and the interactive partners will not charge rent for use of facilities. Tech support for online and interactive television is available through current tech support staffing, and support for further faculty development in using emerging technologies in DL (Twitter, iPad etc.) has been written into a new Title III grant. And, as noted, until state allocations catch up with our current enrollment increases the tuition revenue is sufficient to support the online sections.

Fiscal Sustainability

Because of the unique funding formula for community colleges in the Hawai'i System, new sections are required to be self-supporting to a great extent. In the Hawaii Community College System, students pay tuition for every credit they enroll in. In 2010-11, community college tuition will is $88 per credit; in 2011-12 tuition will increase to $97 per credit. Thus, each student pays $264 in tuition for a three credit class this year, and will pay $291 in the next academic year (well over 75% of liberal arts classes are offered for three credits). Faculty pay for teaching a three credit online class ranges from $3600 for a Lecturer A to $5355 for a full professor teaching on overload. Because of the disparity across 7 levels of faculty (eg Lecturer A-C and Instructor/Assistant Professor/Associate Professor/Professor) the College's practice for projecting costs beyond the contracted regular faculty is to peg costs at the Lecturer B level ($1442/credit, or $4326/three credit class). Thus, in academic year 2011-12, the tuition from about 15 students ($4365) will pay the costs for an instructor ($4326).

As noted on p. 8 above, online classes in 2009-10 averaged 22.7 enrollments/section, with initial sections capped at 25. Enrollments in 2010-11 have been significantly higher, with average section enrollments at 29.2 and a fill rate of 88.8 percent (enrollment for 25 sections numbered 625) in Fall. Also as noted above, demand for online classes is such that online classes are invariably the first to reach maximum enrollments and close. Thus, the College is confident that the classes offered online will be fiscally sustainable. While the College is not engaging in online offerings to enhance a revenue stream, it is clear that the financial impact on WCC from its online initiative is positive. However, the College's traditional mode of instruction—face-to-face on a central campus—will continue to be our primary modality.

Plan for Monitoring Success

As noted above (see p. 13 *Assessment of Needs and Resources*), the SLOs of the online classes are assessed at the same time as SLOs of the traditionally taught classes. Thus, monitoring of successful achievement of Student Learning Outcomes in online classes will be integral to our existing assessment cycle.

Further indicators of success for online classes would be in the areas of demand, efficiency, and effectiveness. For the first several years the Online Coordinator will issue an Annual Report describing goals and objectives, activities, and key data elements such as enrollments, assessments, persistence, and student achievement. In addition, the System Office collects comparative student success data for online and face-to-face classes. The three key data points measuring student success that are collected separately for online and traditional classes are indicators of demand, efficiency, and effectiveness. Below are results for some of these measures in recent years.

Measurement	AY 2008-2009	AY 2009-2010
Fill Rate		
Online	86%	88%
Traditional	90%	88%
Successful Completion (C or better)		
Online	54%	54%
Traditional	68%	68%
Persistence (Fall to Spring)		
Online	63%	54%
Traditional	70%	71%

Table 1. Indicators of Success for Online vs. Traditional Courses

While this early in our analysis of the data, there are already evident trends. Successful completion of online courses lags behind that of traditional courses. However, it is of note that 54 percent is in line with national averages for online course completion.

Windward Community College Distance Learning Pass Rates

for Fall 2008 Compared to National Percentiles(1)(2)

	WCC			NCCBP Percentiles				
Benchmark	Reported Value	%Rank	N	10th	25th	Mdn	75th	90th
% Withdrawal[3]	22.22%	87%	261	8.24%	11.37%	14.55%	18.85%	23.46%
% Completed[4]	77.78%	13%	261	76.54%	81.15%	85.45%	88.63%	91.76%
% Completer Success[5]	54.29%	1%	261	67.94%	72.09%	76.11%	80.51%	84.51%
% Enrollee Success[6]	42.22%	1%	261	55.35%	60.02%	64.65%	68.65%	73.05%
% A & B Grades[7]	35.56%	3%	261	42.54%	47.14%	51.61%	55.32%	59.55%

1=data from this report were extracted from the National Community Benchmark Project's (NCCBP) Report of National Aggregate Data, and do not represent official UHCC system data. Data were accessed on 2/2/2011, and represent reporting year 2010.

2=only the Distance Learning courses meeting NCCBP reporting requirements are represented in this document. Not all WCC DE courses are represented here.

3=% of W

4=% of ABCPDF

5=ABCP / ABCPDF

Targeted recruitment and counseling for online courses has not currently been attempted and could impact outcomes. As for persistence, early data on enrollments indicate that approximately 40 percent of online registrants are taking only one class from WCC. Therefore, online may be students whose home institution is somewhere else. Given that WCC is not the home institution, persistence as a measure of success may not be relevant to many online students, but course completions are. One major concern at this point in our analysis is that more of our online students actually finish their courses than do traditional students, but they finish with a grade lower than C (more often than not, the grade is an F). We need to further investigate whether online counseling could help failing students either to succeed or recognize the need to withdraw from a given course by institutional deadlines.

E. Evidence that the Institution has Received All Appropriate Approvals

The University of Hawaii System does not require that online courses be centrally approved.

The Academic Affairs Office, Department Chairs, and Curriculum Committee agreed that faculty who wish to develop an online course would first propose the course to the department. If the department approved, the faculty member could then request an approval from, and the support of, the Academic Affairs Office. A form for requesting support from Title III was also developed.

In Fall 2009, the Curriculum Committee voted that no formal committee review of online classes was necessary since DL is a new mode of instruction for a currently approved class, not a new class. However, part of the Academic Affairs Office agreement was that an Annual Report of DL would be available in the Fall, and would be reviewable by the entire WCC campus.

Both the Student Services Office and the Library have been notified when classes are being developed for online instruction.

F. ACCJC Eligibility Requirements Addressed

Offering a variety of Liberal Arts courses online will not change Windward Community College's compliance with ACCJC's Eligibility Requirements. The following is a point by point explanation of the online initiatives relationship with Eligibility Requirements:

1. Authority

WCC will continue to be a unit of the University of Hawai'i System, authorized to grant degrees and certificates by the University of Hawai`i Board of Regents.

2. Mission

The addition of DL classes that comprise more than 50 percent of the AA in Liberal Arts degree does not change the College's mission or the University of Hawai`i System or University of Hawai`i Community College System Missions. In fact, , offering more DL is part of the College's mission to expand access to the extended community on the Windward Coast of O'ahu.

3. Governing Board

The University of Hawai'i Board of Regents continues to be responsible for the operation of Windward Community College. All previous accreditation visits for all institutions in the System have affirmed the Board as the appropriate, independent policy-making body for the System.

4. Chief Executive Officer

The addition of a substantial number of online and interactive classes has not altered the position of the Chancellor, WCC's Chief Executive Officer. In point of fact, the Chancellor has led the development of the interactive television (Polycom) classes.

5. Administrative Capacity

The addition of an online component will add some additional duties for current staff, but the staff is adequate in size and expertise to take those duties on with others that are continually materializing in the course of an academic year.

6. Operational Status

The College has been fully functioning and granting degrees for over 40 years.

7. Degrees

Over 70 percent of WCC's coursework, and over 90 percent of the DL coursework, will lead to degrees. The classes that are not part of a degree program are classes in developmental education, specifically, as of this date, in developmental math.

8. Educational Programs

The College offers only one degree, the AA. It offers a variety of certificates, but only one, Certificate of Achievement in Veterinary Assisting, requires Board of Regents approval. All DL courses will be assessed to ensure that they provide the same rigor as their traditional counterparts in the AA degree program do.

9. Academic Credit

DL courses will have the same SLOs and will have similar if not exact student work assignments as their counterparts in traditional modes. Academic credit will only be attached to courses that meet the College's high standards.

10. Student Learning and Achievement

SLOs for every class and program are published in the Windward Catalog. In addition, faculty publish SLOs for individual courses in the course syllabus. Regular and systematic assessment guarantees that students who complete classes and/or programs that include DL classes achieve the published outcomes.

11. General Education

WCC's General Education Requirements are described at length in the *Description of the Program* section of this document as well as in the College's Catalog. As is required by the University of Hawai`i System, General Education requires students to complete a specific core of classes in Foundations and Diversification. The DL classes offered by WCC will give students more flexibility in completing many of these courses, and, we project, will help them complete degree requirements earlier than many do now.

12. Academic Freedom

Academic Freedom is guaranteed by the contract between the University of Hawai`i System and the faculty. Of course that freedom extends to any person teaching an online class.

13. Faculty

Online faculty are appointed by the same process as faculty teaching traditional classes, and must meet the same standards.

14. Student Services

WCC's Student Services staff and faculty support all aspects of student learning and development, including activities in online classes. Students may contact advisors and counselors online or by telephone.

15. Admissions

WCC is an open admissions community college. Admission to the College or any schools within the University of Hawai`i System is required before students may enroll in DL classes.

16. Information and Learning Resources

Library and other learning resources are available to all students, although books and documents that are checked out online must by physically picked up at the library. Librarians are available online and by telephone to offer advice and guidance to DL students.

17. Financial Resources

The College's funding base will not be affected by adding DL classes. The funding base has not been a concern of previous accreditation teams.

As noted earlier, because courses offered in a DL mode are considered as part of the College's regular curriculum and because after such courses have been modified from

face to face courses we face no appreciable increase in costs, we do not believe that the addition of DL courses will significantly affect the College's financial resources. In fact, because students pay tuition for these courses, and so far tuition for all courses has totaled more than the cost of instruction, the online courses have resulted in a positive net revenue for the college.

18. Financial Accountability

The College's regular audits have not indicated any fiscal issues. The addition of DL classes will not affect accounting practices.

19. Institutional Planning and Evaluation

As noted above, adding a substantial DL dimension to the College's Schedule of Classes grew out of the very open planning and budgeting process practiced by the College. DL goals have been included as part of the planning and reporting processes of both the Academic Affairs Office and the various participating disciplines. As the Annual Report of the Online Coordinator makes clear, the online initiative will be regularly assessed, and the planning, resource allocation, and implementation of further DL courses will be modified as justified by assessment reports.

20. Public Information

The College's two major public information documents are a Catalog which is published and is also available online, and an annual Schedule of Classes, also published and available online. Demand for the published documents continues to decline precipitously, and their value *vis-a-vis* the online versions are being reevaluated. All of the information specified by the Commission is provided in both documents, including updates on fees, degree information, calendars, and learning resources. Distance learning information is available in its own section in the annual Schedule of Courses, as well as in the body of the Schedule.

21. Relations with ACCJC

WCC assures the Commission that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, and that its communications with the Commission are accurate and timely. The College will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure.

G. Accreditation Standards Affected by Distance Learning

Standard I: Institutional Mission and Effectiveness

As noted above, distance learning is integral to the College's mission of bringing learning opportunities to all of its service area. WCC can only be effective by constantly seeking ways to better serve its public, and Distance Learning is one tool among many to make services available to all. The College will continue to maintain institutional integrity in offering and assessing such classes to assure that it will continue to respond to its mission effectively.

Standard II: Student Learning Programs and Services

A. Instructional Programs

The AA in Liberal Arts Program will continue to exhibit a high level of rigor and integrity with the addition of an online option for several classes necessary for the degree. Because the DL classes are adapted from the traditional face-to-face class versions of the same class, and include the same SLOs and the same program learning outcomes, the difference should not be in the rigor of the class, but only in the mode of instruction. The College genuinely believes that it is utilizing a delivery system that is appropriate to the needs of its students and that has been proven effective by a multitude of institutions nationwide (II.A.1.b.)

The quality of the proposed online classes will be assured through regular assessment using the College's current, rigorous assessment process. Online faculty have devised an appropriate instrument for student evaluation of online courses (see Online Learning Report for 2009-2010, pgs.7-14). Additionally, course, program learning objectives, and SLO assessments are carried out as they are in all classes.

WCC faculty have made their syllabi and course outlines available online for the last two years, and many faculty encourage their students to contact them online (via Twitter, Email, or other online options). Thus, students enrolling in traditional classes already have an introduction to working through classes online, and faculty is accustomed to making key information available online.

The WCC Catalog and annual Schedule of Courses are both available online. Students may register online, pay for classes online and apply for graduation online. Therefore, teaching an increased number of classes online seems to be a natural extension of communication advances in the 21st Century.

B. Student Support Services

WCC is an open enrollment institution, although students are required to take placement tests in math, reading, and writing before being allowed to enroll in certain courses. The Compass test is currently only offered on campus, but Compass scores achieved at other approved testing sites are acceptable. The College has no plans at present to try to give the Compass test online. Students planning to take an online course are advised about what they will need to know to be successful. Advisory material is both mailed to them and is available online.

Student support needs have been identified by WCC's student services area. Outcomes concerning student success rates—retention, attrition, graduation, transfer, satisfaction—have been set high and the student services staff have taken the lead in developing a number of interventions to meet these goals, including mandatory first-year student advisement, supplemental instruction, tutoring, and learning communities.

Online students needing support may call or email advising or counseling at any time to set up an appointment, either online, by phone, or in person. In this first year of large-scale online offerings, student service staff have been prepared to answer a variety of student issues that will likely be posed online or over the telephone. Currently we are evaluating which support services are needed by DL students. As noted above, early indications are that these students need more intensive, proactive academic counseling during the semester, and that faculty members should be reporting failing or non-participating students early on to student services. At this early stage in the implementation of online learning, we are analyzing the demographics of our online students (e.g. home institution, level of education, etc.) in order to devise a comprehensive plan for supporting them. At the end of 2010-2011 the Vice Chancellor for Student Affairs and the Dean of Division II will develop an assessment tool to see what steps should be taken next year to strengthen student support for online and other DL students.

C. Library and Learning Support Services

All library services are available online except for book pickup, which must still be done in person. However, advising about finding resources fully online is available from the Library either online or in person. WCC has made a strong commitment to providing other learning resources, such as technology advice, introduction to presentation media, tutoring, and access to appropriate computing resources to students enrolled in online classes (see pg. 15 of *Assessment of Needs and Resources* section above).

Standard III: Resources

 A. Human Resources

Only faculty who have been trained in online course delivery using the Laulima system are cleared to teach courses online. Such faculty are paid a $2500 stipend to convert traditional courses to online classes, and to learn about best practices for online instruction. Support for both faculty and students is offered through the College's Instructional Developer, the Computer Support Desk, the System's Laulima support, the faculty members themselves, and individuals in the Library and Student Support Services with online expertise.

To date, almost all faculty members delivering online classes have been either full time with the college or long-term lecturers here. The Instructional Developer conducts a series of workshops to help instructors understand the intricacies of Laulima, as well as the possibilities inherent in a large variety of software programs including platforms such as eLuminate. All such workshops are regularly evaluated by participants.

A mixture of workshops has been offered providing a general overview of Laulima and focused training on specific tools. Faculty preparing and teaching online courses have met regularly to discuss tactics and pool information about solutions. In

addition, workshops offered on campus include several on effective use of Dreamweaver, the eCafe evaluation tool, and eLuminate. Several System workshops on online teaching have been offered, including a weeklong iCourse workshop at Leeward CC attended by two WCC faculty.   On campus, Professors Leticia Colmenares and Emi Troeger organized a peer-mentoring system to help colleagues learn skills appropriate for blended as well as fully online teaching. The Faculty mentoring Project was funded by the Staff Development Committee for the period of January 29 to May 10, 2010. Five mentor/mentee teams were organized to provide access to each other's online courses, share resources, tools and strategies, and participate in discussions on pedagogical and redesign issues. Each mentor/mentee pair developed its own goals and met for a minimum of three sessions. Some of their goals were technical in nature, such as creating videos, preparing online test banks, and quizzes, while others were pedagogical in nature, such as how to design a blended or online course. Professors Colmenares and Troeger also organized a workshop on creating instructional videos, which was presented during the college's WILD day (March 5, 2010) and was attended by over 20 faculty.

Finally, the Instructional Developer, who has since been appointed Academic Dean but continues to be responsible for managing the DL initiative, has held tutorials for a number of faculty new to online instruction to help them find the most effective strategies for their course.

As noted above, the College assumes DL, especially online DL, to be simply a mode of instruction, not a separately administered unit of the college. However, there are informal administrative processes for supporting Distance Learning (see Appendix 3 attached) .

All new faculty members must be qualified to teach online, since it is the general consensus in higher education that online instruction will take on a larger role in the future. In fact on July 20, Amazon.com announced that in less than two years after introducing Kindle, last quarter it had sold more online books than hard copies. Higher education institutions must be prepared for a similar seismic shift.

B. Physical Resources

Based on technology and physical infrastructure surveys (http://www.wcc.hawaii.edu/ir/PBCouncil/2009/Instruction/CompSvcs_AnnualReport2009.pdf), Windward has provided an increased number of computer stations for students in labs, hallways, the library, building entries, and student study areas. One new lab will be built in the new Library Learning Commons. All classrooms now have wireless conductivity, and all include such devices as teaching stations and smartboards.

C. Technology Resources

As noted above, WCC's technology resources have continuously improved thanks in large part to careful planning by the IT staff, with input from faculty and students. While not on the cutting edge, technology at WCC and in the University of Hawai`i

System is sufficient to support distance learning at a high level; WCC uses proven technology and best practices to make the technology effective in the class setting.

D. Financial Resources

Financial resources have been sufficient to provide stipends to faculty to adapt online classes, to keep key technology up to date and operating efficiently, and to train faculty and staff to support online instruction. There is no evidence that such resources will disappear. However, if the resources do in fact disappear, the College will discontinue any unsupported, large scale online instruction initiative until such resources are recaptured.   It should be emphasized, however, that once online or other distance learning programs are under way, the cost of maintaining them is quite reasonable.

Standard IV: Leadership and Governance

The College has in place the necessary governance and leadership infrastructure and processes to ensure effective oversight and leadership of the Distance Education program and specifically the distance education component of the AA degree. The Vice Chancellor of Academic Affairs is the administrative leader for both the Liberal Arts program and the Distance Education initiative. The Dean of Division II is responsible for oversight of all issues related to quality of distance education offerings including ensuring appropriate curriculum review of courses, scheduling, implementation of assessment activities, and ensuring alignment with system distance education committees, policies and activities.

Distance delivered courses are integrated into all existing College processes including curriculum and assessment processes.