

# Substantive Change Application

## Distance Education – 50% of Students or Courses

**Directions:** Complete each section, keeping narratives concise and direct. Should you have any questions, please contact [substantivechange@accjc.org](mailto:substantivechange@accjc.org) and we will be happy to assist you.

Email completed application to [substantivechange@accjc.org](mailto:substantivechange@accjc.org).

<b>Institution name:</b>	Hawai'i Community College				
<b>Address:</b>	1175 Manono Street, Hilo, HI 96720				
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### Select the type of Distance Education approval:

- 50 percent or more of all the institution's students enrolled in at least one course offered through distance education  
2260 Total number of students | 1663 Total number of students enrolled in at least one distance education course
- 50 percent or more of all the institution's courses available to be offered in the distance education modality  
183 Total number of courses in catalog | 114 Total number of courses, not sections, available to be offered in distance education modality

It is the institution's responsibility to demonstrate the effect of a substantive change on the quality, integrity, capacity, and effectiveness of the total institution. The substantive change process requires evidence of institutional planning, resource commitment to the proposed change, and evidence that following the change, the institution continues to meet the Eligibility Requirements, Accreditation Standards and Commission policies. References to the Accreditation Standards are intended to help provide the institution with a framework for its response, and along with the required documentation, align with federal regulations for accreditation standards<sup>1</sup>. Your thorough responses to the questions below and submission of required documentation will assist ACCJC in making its determination.

**Describe how the distance education modality is consistent with the mission of the institution (Standard 1.1).**

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<sup>1</sup> 34 CFR § 602.16(a)

Hawai'i Community College's (Hawai'i CC) mission statement appears in both Hawaiian and English as follows:

*No ka ho'opi'i 'ana i ka ho'ona'auao 'ia 'ana a kau i ka puaaneane, na ke Kulanui Kaiaulu 'o Hawai'i e kaulele ma ka 'ike e pono ai nā hoa Kauhale i na'auao a mākaukau ho'i. Ma hope mākou o ke ala nu'ukia o nā Kulanui Kaiaulu Hawai'i a pau a na mākou nō e lawelawe i ko Hawai'i nui kuauli.*

To promote lifelong learning, Hawai'i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i Island community.

Hawai'i CC emphasizes its primary student population in the mission's commitment to serve "all segments of our Hawai'i Island community." As the only community college on the island, the College serves the diverse needs of its residents across a wide geographic area and a wide range of socioeconomic, linguistic and cultural backgrounds. Nearly 90 percent of Hawai'i CC's students reside on Hawai'i Island with most communities considered rural. Distance education (DE) provides the opportunity for all learners to access educational opportunities that are offered. Due to the island's immense size and rural nature, the DE modality allows the College to provide service and access to educational opportunities to communities beyond its campuses. Conclusively, the DE modality is consistent and aligned with the College's mission. The College also employs multiple instructional delivery modes to host students from other campuses in the University of Hawai'i (UH) System and from across the state and worldwide at its University Center at West Hawai'i (UCWH) located at the Pālanui campus. The mission is appropriate to DE as an institution of higher learning and highlights the College's broad educational purposes of creating a culture of lifelong learning and offering educational opportunities. Furthermore, the College's mission states that it "will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness." This corresponds to the types of degrees, certificates, and credentials offered by the College through various modalities including DE.

**Describe how distance education will be integrated into the institution's regular review of relevant and meaningfully disaggregated data to evaluate its progress and inform plans for improvement and innovation (Standard 1.3).**

Hawai'i CC disaggregates and analyzes achievement and learning outcome results for subpopulations of students regardless of modality. The College uses data analytics provided by the UH and UH Community Colleges (UHCC) Systems, along with their own analysis of assessment results, to measure and improve student success. Data is disaggregated to allow analysis of sub-populations including the DE modality. The UHCC also provides data to the colleges in support of program review and accreditation compliance.

The College's program and unit review process ([DE-1](#)) incorporates assessment findings, student outcomes and achievement data, Annual Report of Program Data (ARPD) ([DE-2](#)),

program specific data, and institutional data, that are analyzed and used to determine program/unit effectiveness and to inform the action plans and goals that are discussed in annual and comprehensive reviews. Comprehensive reviews focus on aligning goals and action plans with the College's mission and strategic plan. Goals and resource requests must be based on analysis of the program's achievement data, which are disaggregated by program and delivery mode, and on the analysis of the overall results of course assessments of student learning outcomes conducted during the review period.

The College Effectiveness Review Committee (CERC) evaluates comprehensive reviews using criteria which examine the program/unit's goals and action plans and their alignment and effectiveness in supporting fulfillment of the College's mission and strategic plan ([DE-3](#)). CERC provides feedback to programs and units with a summary report and recommendations that are also sent to the chancellor for discussion with the administrative team and for consideration in strategic planning and resource allocation decisions.

All courses, including DE courses, are regularly assessed to evaluate students' achievements of learning outcomes per the Hawai'i CC Policy (HAW) 4.202, Assessment ([DE-4](#)). Assessment reports as well as other achievement outcomes indicated by ARPD provide disaggregated achievement data by subpopulation, including course delivery mode ([DE-5](#)). Faculty from all departments lead and complete these assessment and review processes with a commitment to furthering student learning, maintaining currency and rigor in all disciplines, and promoting a culture of continuous improvement and innovation at the College. In addition, Campus Labs is used as an assessment management system (AMS) which includes the ability to disaggregate and analyze data ([DE-6](#)).

**Describe how the distance education modality meets students and curricular needs and promotes equitable student learning and achievement (*Standard 2.6*).**

Hawai'i CC demonstrates its commitment to all segments of Hawai'i Island by providing instruction and learning support, including multiple delivery modes and varied teaching methodologies, that support equity and success for all students. The DE modality, which includes synchronous and asynchronous, addresses the geographical divide and rural communities on the island by providing students with equitable access to courses. The College's commitment to serving DE students equitably is defined in its policy, HAW 5.200, Distance Education ([DE-7](#)).

**Describe how the institution designs and delivers equitable and effective services and programs (*e.g., counseling, advising, tutoring, library, etc.*) that support students in the distance education modality (*Standard 2.7*).**

Hawai'i CC provides a variety of library and learning support services for both DE and on-campus student needs. In addition to the descriptive summary of the specific library and learning support services listed below, students, faculty and staff have access to the vast UH Systemwide resources from the various campuses.

The College offers student support services for both DE and non-DE students, including admissions and records, orientation, financial aid, registration, counseling, and disabilities services as outlined on its “Services For DE Students” webpage ([DE-8](#)).

Likewise, library resources accessible for DE learning include online books, journal and newspaper articles, interlibrary loan service, streaming academic videos, general and subject-specific research guides, online library skills assignments, and course reserves provided by specific instructors ([DE-9](#)). Individualized help from College librarians is also available for DE students and instructors. Likewise, DE students also have access to in-person resources. In addition, a DE librarian is available specifically for DE needs.

Technology support for students is provided by several academic support units, including the learning centers, STEM Center, and I Ola Hāloa Center for Hawai‘i Life Styles. In addition, UH ITS Help Desk is available to all UH students, faculty, staff, and administrators with phone and email support 24 hours a day/7 days a week, including holidays, except for maintenance times ([DE-10](#)).

**Describe how the institution ensures that “regular and substantive interaction” occurs between students and instructors** (*Policy on Distance Education and Correspondence Education*).

Hawai‘i CC defines its distance education (DE) courses in alignment with the U.S. Department of Education (ED) definition and Regents Policy (RP) 5.210, Distance Education and Offsite Instruction ([DE-11](#)), and identifies the types of DE courses available to students in its catalog (pp. 12-13, [DE-12](#)) and on its website ([DE-13](#)).

For DE classes, instructors employ teaching methodologies that engage students in interactive learning that meets accepted professional standards. The Instructional Technology Support Office (ITSO) is dedicated to supporting faculty with the design, development, and implementation of quality DE courses at Hawai‘i CC to ensure regular and substantive interaction between students and the instructor ([DE-14](#)). In addition, ITSO has created a course design template to assist faculty in developing online courses that address key elements of an effective online class that incorporates several methods outlined in this Commission Policy. All instructors teaching synchronous and asynchronous courses are required to obtain certain levels of the badging program to ensure competency in delivering these modes of instruction.

Furthermore, the College requires all faculty teaching online classes to complete a compliance certification form certifying their compliance with several regulations and policies, including meeting the ED definition of distance education ([DE-15](#)).

**Describe how the institution authenticates students in distance education courses** (*Policy on Distance Education and Correspondence Education*).

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Hawai'i CC and the UH System ensures they are meeting the student identity verification for distance learning and online classes by doing the following ([DE-16](#)):

- Upon admission to any of the UH campuses, the student is given a UH username and password. A UH Username is a unique identifier for each authorized student at the UH System. The UH Username and Password are the student's personal identification for accessing Laulima, MyUH, email, web publishing and various other services.
- The UH course management system used for online courses, requires students to use their UH Username and password.
- UH interactive video (ITV) classrooms use video conferencing technologies to deliver instruction. This technology provides visual identification.
- All methods of verifying student identity in distance learning protects the privacy of student information under the Family Educational Rights and Privacy Act (FERPA). The privacy of students who enroll in online courses at UH is protected under the institution's policies regarding student privacy.

**Describe how the institution employs qualified faculty, staff, administrators, and other personnel to support and sustain the distance education modality (*Standard 3.1*).**

Hawai'i CC supports and sustains DE through technology instruction and support for faculty, staff, students, and administrators in the form of DE support, computer and media training, professional development workshops, and other support services. Technology training and professional support for faculty, staff, and administrators are offered throughout the year by a number of different departments, programs, and non-instructional support units as well as through services offered across the UH System. Training for nonstandard computer hardware/software can be requested through the Faculty/Staff Development Committee or EDvance. Throughout the semester, the Faculty/Staff Development Committee offers a variety of technology-related workshops and presentations. Individuals or departments can also request specific topics for workshops or training via the committee's webpage ([DE-17](#)). Also, Computer Services provide one-on-one instruction and support of standard computer hardware/software installations based on faculty/staff requests ([DE-18](#)). In addition, Media Services provides multimedia equipment training for faculty teaching via videoconferencing ([DE-19](#)). Prior to the start of each semester, DE equipment training is offered to instructors using videoconferencing classrooms. Tips and strategies to adapt face-to-face curriculum to the videoconferencing delivery mode are also presented. Media Services also provides classroom and general multimedia equipment training to all personnel upon request.

Hawai'i CC's Instructional Technology Support Office (ITSO) ([DE-14](#)), part of the Academic Support unit, provides ongoing training and instructional design support for DE instructors to guide the development, delivery, and revision of DE courses with new technologies and strategies that enhance the achievement of student learning outcomes. ITSO also offers services that help promote effective course planning and appropriate use of instructional strategies. ITSO staff research and stay current in instructional strategies and tools to improve the effectiveness of DE classes. Updated information and training sessions are provided to faculty to promote effective and current teaching practices. ITSO has created a

Course Design Template ([DE-20](#)) to assist faculty in developing effective online courses that address key elements. In addition, ITSO offers one-on-one consultations, workshops, and a self-paced on-demand badging program. The purpose of these training opportunities is to facilitate the course design and development process. All instructors teaching synchronous and asynchronous courses are required to obtain certain levels of a digital badging program to ensure competency in delivering these modes of instruction. Also, ITSO provides support and training to administrators and staff in regards to DE offerings. Likewise, faculty, administrators, and staff have access to additional training and support from the UHCC and UH Systems. The College also has media and computer specialists who provide hardware training and support to faculty teaching DE courses.

**Describe the institution's fiscal resources to support and sustain the distance education modality (Standard 3.4).**

Hawai'i CC, funded by the State of Hawai'i legislature as part of the UH System, has sufficient fiscal resources to support and sustain DE.

Hawai'i CC and the UH/UHCC Systems are committed to supporting and sustaining student learning programs and services and improving institutional effectiveness. This includes the commitment of fiscal resources for the DE modality. The College's diversified funding base comprises five types of funds: general, bond, special, revolving, and extramural.

The College's diverse stream of revenues is sufficient to cover its base operations as well as to support initiatives that innovate and enhance programs and services. By UHCC Policy 8.000 ([DE-21](#)), the UHCC allocates operating funds, centered primarily on General Funds and the Tuition and Fee Special Fund (GF+TFSF), to provide a fair distribution of resources to support campus operations and meet UHCC Strategic Plan imperatives.

The UHCC System requires that each campus maintain adequate financial resources to ensure financial stability. This includes a five percent minimum cash reserve to address emergencies and a ten percent targeted reserve to address operating contingencies such as temporary downturns in enrollment or significant one-time investment opportunities that support educational improvement and innovation. The College and UHCC System monitors compliance with its policies to ensure alignment with budgets and that adequate cash balances are maintained. Copies of budget documents and financial reports are available on the UH Budget Office webpage ([DE-22](#)).

**Describe the institution's physical resources including, if applicable, equipment and supplies, to support and sustain the distance education modality (Standard 3.8).**

Hawai'i CC provides physical resources at its primary campuses and remote locations to support all modalities including DE. Currently, 100 percent of the campus classrooms can support DE instruction. The college provisioned all classrooms and conference rooms to be online capable as of 2023. This has been accomplished through the introduction of advanced audio and video camera systems paired with oversized video monitors. Webcams were made

available to all faculty and staff during this same time frame and new laptops were purchased in 2022-2023 with solid state drives and higher resolution webcams for all faculty. All full-time faculty are provided laptops, cameras, microphones to support DE at any location, but also have access to the equipment on campus.

On the backend, the college has purchased and is finalizing the installation of all new network hardware as well as having heavily invested in fiber optic upgrades over the past three years. The college currently maintains an adequate number of spare systems (desktop/laptop computers, monitors, Elmos, camera, etc.) to support these classrooms as necessary and has experienced very few failures to date.

**Describe the institution's technology resources to support and sustain the distance education modality (Standard 3.9).**

Hawai'i CC is guided by Executive Policy (EP) 5.204, Distance and Online Learning ([DE-23](#)), to ensure sufficient technology infrastructure. The UH System manages the technology infrastructure and services to support DE learning activities. This includes:

- supporting a wide range of technical components including databases, servers, operating systems, utilities, middleware, and security technologies
- designing, planning, and implementing network connectivity within the UH System and all its campuses, educational centers, and research sites, as well as to the Internet, national and international research and education networks, and state and local government networks
- providing a wide range of day-to-day support services to maximize the availability of the university's networks and key business systems.

The UH System Information Technology Services ensures that there is maximum availability, quick response to down time, and reliable network connectivity for all network services/delivery modes within the UH System as well as to the internet ([DE-24](#)).

At the campus level, DE technology support includes computers, wired and wireless internet access, and classrooms with videoconferencing equipment. As previously noted, Computer Services and Media Services provide support for DE technology, along with academic and administrative computing support, communications technology, and maintenance of faculty, staff, and administrator computers. The College provides technology support to meet current learning, teaching, communications, and operational needs at all locations for all modalities

**Describe how the institution's decision-making structures support innovation and equitable student outcomes in the distance education modality (Standard 4.3).**

Hawai'i CC's institutional leaders, in the spirit of '*E Imi Pono* ("seeking excellence"), encourage College wide innovation through participatory processes such as shared governance, All College/Kauhale/convocation events, professional development, division/department meetings, committee work, student government, personnel/student surveys, advisory councils, reassigned time projects, assessment, and program/unit review.

Hawai'i CC's mission, vision, and institutional learning outcomes ([DE-25](#)) speak to the College's dedication to the entire island Kauhale, to student success and educational excellence, and innovation regardless of the modality.

Innovation also stems from division/department meetings where colleagues convene to discuss current issues and possible solutions. At times, these outcomes can lead to even wider meetings to confer more broadly about campus issues. Equally significant, committee work often acts as a conduit for innovation. Due to the composition of most committees, members represent different facets of the College, and committee meetings provide a forum for sharing multiple perspectives.

Additionally, the College's review and planning processes serve as a forum for collecting and forwarding innovative ideas and action plans. Assessment ([DE-5](#)), the program and unit review process ([DE-1](#)) and the College Effectiveness Review Committee ([DE-3](#)) all rely on reflective analysis to reveal strengths, weaknesses, and needs. Discoveries can lead to action items concerning teaching innovations, identification of new trends and directions for programs/units, and opportunities for collaboration among disciplines or divisions/units.

### Required Documentation

Provide a hyperlink or include documentation for each item below. Be sure to provide a clear, descriptive name for each document.

- **Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the [Policy on Institutional Advertising and Student Recruitment](#).**

Hawai'i CC consistently represents itself in an accurate, timely, and appropriate manner with detailed information about its programs, locations, and policies in its catalog ([DE-26](#)), website ([DE-27](#)), publications, and advertising.

Hawai'i CC's student recruitment efforts are conducted through the Office of Student Services and performed by faculty and staff members who have academic credentials, on-the-job training, and experience. During recruitment visits, prospective students are provided with factual information regarding admissions, placement testing, financial aid, advising, registration, tuition and fees, and program requirements via electronic and hard-copy materials. Faculty members often join recruitment visits to share information about their respective programs.

Regarding agreements with recruiters for international students, the College adheres to a rigorous screening process established by the UHCC System. Recruiters for international students must submit an application, provide three references, and agree to the National Association of Foreign Student Advisors' Statement of Ethical Principles ([DE-28](#)). Once the application has been reviewed and the references have been contacted, the College may enter into a contract with the recruiter. Enrolled students who have been referred by a



recruiter are interviewed to verify that recruiters have provided accurate information. Should the College determine that a recruiter has violated the contract, the College may terminate or choose not to renew the contract.

- **Policies/processes for student complaints, demonstrating how the institution communicates process to students and handles complaints with due process.**

Hawai'i CC has clear policies and procedures for handling student complaints in its catalog ([DE-26](#)) and on its website ([DE-27](#)) as follows:

- Accreditation, p. 7
  - Family Educational Rights and Privacy Act (FERPA) Notification, pp. 42-43
  - Student Academic Grievance Policy, page 44
  - Policy on Nondiscrimination and Affirmative Action, page 44
  - Policy on Sexual Harassment and Sexual Assault, page 45.
- **Documentation of institution's implementation of the required components of the Title IV Program (if applicable), including:**
    - Findings from any audits and program/other review activities by the U.S. Department of Education (ED)
    - Evidence of timely corrective action taken in response to any Title IV audits or program reviews

See [Policy on Institutional Compliance with Title IV](#)

Hawai'i CC undergoes annual Single Audits, whereby compliance issues are identified and resolved. Hawai'i CC's audit findings, explanations, and resolutions for each year are available in the Single Audit reports online on the UH Budget and Finance webpage ([DE-29](#)). Likewise, evidence of compliance with the Title IV Program can be located on this webpage.

Hawai'i CC's cohort default rate (CDR) for the latest cohort (2020) is 0 percent, which is due in part to the COVID-19 pandemic repayment pause, and is expected to increase as students begin re-entering repayment. Nevertheless, Hawai'i CC's CDR remains below the 30 percent threshold that would require the creation of a student loan default prevention plan, and since fall 2023, UHCC has been supporting campuses by negotiating a new default management system. Previously, the campus worked with Inceptia for default management services. Additional information related to default management is available on the Financial Aid Policies webpage ([DE-30](#)), including the latest CDR and borrower percentage metrics.

## Supporting Evidence

Please provide any evidence that supports the narrative above as separate files. Please link evidence where appropriate in the narrative. Do not embed evidence files into the application.

**EVIDENCE**

- [DE-1](#) Program & Unit Review Webpage
- [DE-2](#) Annual Report of Program Data Webpage
- [DE-3](#) College Effectiveness Review Committee
- [DE-4](#) HAW 4.202, Assessment Policy
- [DE-5](#) Assessment Webpage
- [DE-6](#) Campus Labs Webpage
- [DE-7](#) HAW 5.200, Distance Education Policy
- [DE-8](#) Services for DE Students Webpage
- [DE-9](#) DE Library Services Webpage
- [DE-10](#) UH ITS Help Desk Webpage
- [DE-11](#) RP 5.210, Distance Education and Offsite Instruction Policy
- [DE-12](#) College Catalog (pp. 12-13) Distance Education at Hawai'i CC
- [DE-13](#) DE Webpage
- [DE-14](#) ITSO Webpage
- [DE-15](#) Online Course Compliance Certification Form
- [DE-16](#) Student Identity Verification Webpage
- [DE-17](#) Faculty Staff Development Webpage
- [DE-18](#) Computer Services Webpage
- [DE-19](#) Media Services Webpage
- [DE-20](#) ITSO Course Design Webpage
- [DE-21](#) UHCCP 8.9000, General Fund and Tuition and Fees Special Fund Allocation Policy
- [DE-22](#) UH Budget Office Webpage
- [DE-23](#) EP 5.204, Distance and Online Learning Policy
- [DE-24](#) UH ITS Webpage
- [DE-25](#) Mission, Vision, ILOs
- [DE-26](#) College Catalog
- [DE-27](#) Hawai'i CC Website
- [DE-28](#) NAFSA's Statement of Ethical Principles
- [DE-29](#) UH Budget and Finance Webpage
- [DE-30](#) Financial Aid Policies webpage