

UNIVERSITY OF HAWAI‘I COMMUNITY COLLEGES DISTANCE LEARNING STRATEGIC ACTION PLAN

[Includes 12-14-99 changes]

I. INTRODUCTION

“Providing Access to Quality Educational Experiences and Service to the State.”

University of Hawai‘i Strategic Plan, November 1996

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

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

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

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

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

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

On-Site

On-site outreach classes involve instructors hired by another UH campus to teach courses where the students are located. Distance education delivered on-site began in the 1970's. Leeward Community College delivered on-site courses at the Waianae-Nanakuli Education Center. Honolulu Community College began on-site delivery of courses to OCCC while Maui Community College offered on-site programs on Lanai and Molokai and in Hana. Beginning in 1981, UH West

O'ahu delivered the Bachelor's in Business and in Public Administration to Kaua'i. Honolulu Community College began its outreach to the military in the early 1990's.

Cable Television

Cable TV courses provide instruction to students via commercial television and more recently through public access television. Students receive their course content through television and interact with their faculty through other methods, such as phone and email. Leeward Community College provided courses in the late 1970's over Waianae Cable. County-wide cable television was first offered by Maui Community College in Fall 1982 to Molokai, Lanai, and Maui. In 1984, Kaua'i Community College offered its first island-wide cable courses, followed by Honolulu Community College in 1990, Kapi'olani Community College and Leeward Community College in 1992, and Windward Community College in 1995. Beginning in 1996, Employment Training Center offered non-credit cable courses in mathematics, English as a Second Language, and communication skills. Honolulu Community College has provided ELI 1, 2, 3, and 4 for non-native speakers of English.

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

Interactive Television

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

Computer-Mediated Instruction

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

Mixed Modalities

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

NOTE: A history of distance education at each campus is provided in Appendix C.

III. DESCRIPTION OF THE STRATEGIC ACTION PLANNING PROCESS

Organization

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

Charges

In prioritizing instructional issues, the UH Community College Distance Education Committee was charged with planning two activities:

- Develop a UHCC Distance Learning Strategic Action Plan
- Coordinate a statewide distance-delivered Associate in Arts degree.

Representation

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

Major Activities

- During the Spring 1999 semester, four sub-committees were formed to discuss concerns regarding resource needs; instruction; policies, processes, and information; and data and assessment in relation to distance learning.
- After a review of issues and concerns, the group made a commitment to structure and support a collaborative, multiple-technology distance Associate in Arts degree beginning Fall 2000, allowing faculty to select technologies that best fit course content, teaching styles, and student learning styles.
- System distance offerings from 1997-1999 were identified as a baseline inventory for future degree planning.
- The framework of a delivery system has been designed to enable a student anywhere in the State to enter the program in any semester and enroll as a part-time or full-time student.

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

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

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

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

- 3a. Respond to the post-secondary educational needs of under served populations through campus-based and non-campus-based delivery means.
- 3b. Make the best use of technology to improve teaching, reach more students, and improve administrative services.

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

1. Assessment & Evaluation

- Action Strategy 1:* Conduct needs assessments for distance-delivered programs and courses. (a.1.1)
- Action Strategy 2:* Collaboratively develop and deliver high-demand programs and courses. (a.1.2)
- Action Strategy 3:* Implement standards for distance learning, such as the WASC Guidelines for Distance Education: Principles of Good Practice and the Americans for Disabilities Act. (a.1.3)

2. Curriculum Development & Academic Support Services

- Action Strategy 1:* Develop a system-coordinated sequence of multi-media courses delivered by UH community college campuses which leads to the Associate in Arts degree.(a.2.1)

- Action Strategy 2:* Determine the timeline for implementation of the distance-delivered Associate in Arts degree. (a.2.2)
- Action Strategy 3:* Collaboratively develop and deliver courses applicable to the Associate in Arts degree such that a student attending any campus full time can complete the Associate in Arts degree from any community college campus in two years. (a.2.3)
- Action Strategy 4:* Develop a system-wide, two-year Master Schedule of Offerings for the distance-delivered Associate in Arts degree. (a.2.4)
- Action Strategy 5:* Assure that any campus specifying a unique course in its Associate in Arts degree offers that course by technology on a regular cycle. (a.2.5)
- Action Strategy 6:* Develop, at the campus and system levels, integrated and coordinated policies, procedures, and models for seamless access to and delivery of academic support services, such as library services, tutoring, workshops, test proctoring, and computer support services. (a.2.6)
- Action Strategy 7:* Develop system-wide academic student policies, such as those related to grading, academic honors, and probation and suspension. (a.2.7)
- Action Strategy 8:* Develop an online self-assessment for course / program / degree selection. (a.2.8)
- Action Strategy 9:* Develop appropriate sequences of English and mathematics courses below the 100 level. (a.2.9)
- Action Strategy 10:* Identify and schedule “gap” courses needed for effective use of resources and to meet needs of students completing the Associate in Arts degree and preparing to enter bachelors’ programs. (a.2.10)

3. Student Services & Information and Marketing

- Action Strategy 1:* Develop / Revise Student Services policies and procedures to facilitate seamless student access to resources at system and campus levels, such as concurrent registration and home / host, course prerequisites, placement testing, financial aid, application, transcripts, academic advising, residency requirements for graduation, and a student tracking mechanism. (a.3.1)
- Action Strategy 2:* Develop, for the entire cycle, collaborative system-wide procedures that address the issues of registration deadlines, prerequisites, and number of seats in the course. (a.3.2)

Action Strategy 3: Provide online information on admission and registration processes and the full range of student support services. (a.3.3)

Action Strategy 4: Develop and update an orientation program to assist students in preparing for distance learning and technology in order to meet federal and state guidelines. (a.3.4)

Action Strategy 5: Develop systemwide policies related to student conduct, including sexual harassment, student conduct code, and grievance. (a.3.5)

4. Resources, Technology, & Facilities

Action Strategy 1: Identify baseline personnel needs, including faculty, for permanent technical staff and support staff and a distance coordinator at each community college campus as well as at the UHCC system level. (a.4.1)

Action Strategy 2: Identify baseline telecommunications infrastructure needs, including adapting HITS receive-site capability with digitization. (a.4.2)

Action Strategy 3: Identify appropriate funding to establish and support this Strategic Action Plan through such avenues as FIPSE grants. (a.4.3)

Action Strategy 4: Identify how revenues and resources, including tuition and system-wide resources, can be shared to support baseline personnel and telecommunications infrastructure needs. (a.4.4)

Action Strategy 5: Identify and define system-wide standards of technical and academic support for students, faculty, and staff, including the establishment of standards and the identification of gaps. (a.4.5)

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

1. Assessment & Evaluation

Action Strategy 1: Develop a uniform annual evaluation of student access. (b.1.1)

Action Strategy 2: Standardize codes to gather student, course, and registration information for enrollment and course offering reports and to ensure coordination with SIS at the system-wide Institutional Research Office. (b.1.2)

Action Strategy 3: Implement the system-wide "Student Surveys 1 & 2" for evaluation of the various methods of distance / distributed delivery of instruction. (b.1.3)

2. Curriculum Development & Academic Support Services

- Action Strategy 1:* Develop a uniform annual evaluation of student use of resources, including registration, scheduling information, textbook ordering, library resources, and computer lab facilities and implement changes to improve service. (b.2.1)
- Action Strategy 2:* Develop a professional development plan for faculty and staff to support the use of technology in teaching and learning. (b.2.2)
- Action Strategy 3:* Support Teaching and Learning with Electronic Networked Technologies (TALENT) faculty development on each island. (b.2.3)

3. Student Services & Information and Marketing

- Action Strategy 1:* Develop and maintain a linked system of web pages to include DLIT, UHCC system, individual campuses, and University Center web pages. (b.3.1)
- Action Strategy 2:* Develop a plan for marketing the distance-delivered Associate in Arts degree via print and the media. (b.3.2)
- Action Strategy 3:* Develop and maintain a plan and process for automated, seamless distance education application, registration, testing, advising, and transfer using technology. (b.3.3)

4. Resources, Technology, & Facilities

- Action Strategy 1:* Evaluate technologies and methodologies. (b.4.1)

V. STAFFING

To be addressed later.

VI. PROJECTED PROGRAM ACTIVITY LEVELS AND RESOURCE REQUIREMENTS

To be addressed later.

APPENDIX A
TIMELINE
REVIEW & APPROVAL OF STRATEGIC ACTION PLAN

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

APPENDIX B

TIMELINE

DELIVERING THE DISTANCE ASSOCIATE IN ARTS DEGREE

- | | |
|------------------|--|
| 1- -99 | Develop a system-coordinated sequence of multi-media courses delivered by UH community college campuses which leads to the Associate in Arts degree. (a.2.1) |
| 11-1-99 | Identify baseline telecommunications infrastructure inventory, including adapting HITS receive-site capability with digitization. (a.4.2) |
| 12- -99 | Develop a plan for marketing the distance-delivered Associate in Arts degree via print and the media. (b.3.2) |
| 12- -99 | Develop a system-wide, two-year Master Schedule of Offerings for the distance-delivered Associate in Arts degree. (a.2.4) |
| 12-1-99 | Conduct needs assessments for distance-delivered programs and courses. (a.1.1) |
| 12-1-99 | Determine the timeline for implementation of the distance-delivered Associate in Arts degree. (a.2.2) |
| 12-15-99 | Identify baseline personnel needs, including faculty, for permanent technical staff and support staff and a distance coordinator at each community college campus as well as at the UHCC system level. (a.4.1) |
| 12-15-99 | Identify and define system-wide standards of technical and academic support for students, faculty, and staff, including the establishment of standards and the identification of gaps. (a.4.5) |
| 2-1-00 | Develop a professional development plan for faculty and staff to support the use of technology in teaching and learning. (b.2.2) |
| 3- -00 | Develop, for the entire cycle, collaborative system-wide procedures that address the issues of registration deadlines, prerequisites, and number of seats in the course. (a.3.2) |
| 3-1-00 | Develop and maintain a linked system of web pages to include DLIT, the UHCC system, individual campuses, and University Center web pages. (b.3.1) |
| Spring/Summer 00 | Collaboratively develop and deliver high-demand programs and courses. (a.1.2) |
| 5- -00 | Develop a uniform annual evaluation of student access. (b.1.1) |
| 5-31-00 | Marketing materials available to the community |
| 6-1-00 | Assure that any campus specifying a unique course in its Associate in Arts degree offers that course by technology on a regular cycle. (a.2.5) |

- 6-1-00 Develop / Revise Student Services policies and procedures to facilitate seamless student access to resources at system and campus levels, such as concurrent registration and home / host course prerequisites, placement testing, financial aid, application, transcripts, academic advising, and a student tracking mechanism. (a.3.1)

- 6-1-00 Develop and update an orientation program to assist students in preparing for distance learning and technology in order to meet federal and state guidelines. (a.3.4)

- 6-15-00 General financial aid consortium agreement modified if tuition change is approved by the BOR

- 7-1-00 Courses & offering campus for years 3-5 determined

- 7-15-00 Additional marketing materials available to the community

- 7-31-00 Provide on-line information on admission and registration processes and the full range of academic support services. (a.3.3)

- 8- -00 Collaboratively develop and deliver courses applicable to the Associate in Arts degree such that a student attending any campus full time can complete the Associate in Arts degree from any community college campus in two years. (a.2.3)

- 8-21-00 Distance delivery of system-wide Associate in Arts degree begins

- 9- -00 Implement the system-wide "Student Services 1 & 2" for evaluation of the various methods of distance / distributed delivery of instruction (b.1.3)

- 9- -00 Standardize codes to gather student, course, and registration information for enrollment and course offering reports and to ensure coordination with SIS at the system Institutional Research Office. (b.1.2)

- Spring 01 Identify and schedule "gap" courses needed for effective use of resources and to meet needs of students completing the Associate in Arts degree and preparing to enter Bachelors' programs. (a.2.10)

- Ongoing Implement standards for distance learning, such as the WASC Guidelines for Distance Education: Principles of Good Practice and the Americans for Disabilities Act. (a.1.3)

- Ongoing Support Teaching and Learning with Electronic Networked Technologies (TALENT) faculty development on each island. (b.2.3)

- Ongoing Evaluate technologies and methodologies. (b.4.1)

- No date set Develop, at the campus and system levels, integrated and coordinated policies, procedures, and models for seamless access to and delivery of academic support services, such as library services, tutoring, workshops, test proctoring, and computer support services. (a.2.6)
- No date set Develop system-wide academic student policies, such as those related to grading, academic honors, and probation and suspension. (a.2.7)
- No date set Identify how revenues and resources, including tuition and system-wide resources, can be shared to support baseline personnel and telecommunications infrastructure needs. (a.4.4)
- No date set Develop and maintain a plan and process for automated, seamless distance education application, registration, testing, advising, and transfer using technology. (b.3.3)
- No date set Develop system-wide policies related to student conduct, including sexual harassment, student conduct code, and grievance. (a.3.5)
- No date set Identify appropriate funding to establish and support this Strategic Action Plan through such avenues as FIPSE grants. (a.4.3)
- No date set Develop an online self-assessment for course / program / degree selection. (a.2.8)
- No date set Develop appropriate sequences of English and mathematics courses below the 100 level. (a.2.9)
- No date set Develop a uniform annual evaluation of student use of resources, including registration, scheduling information, textbook ordering, library resources, and computer lab facilities and implement changes to improve service. (b.2.1)

APPENDIX C

DISTANCE TERMINOLOGY

- Distance Learning** Previously, the term “distance learning” meant that courses and programs were offered to students unable to access traditional campus-based courses and programs. Today, however, this definition is too narrow and obsolete. The term must be expanded to include student access at anytime and at any place, using current and emerging multiple technologies.
- Under-served Student** The under-served student is one, who for reasons of distance, economic status, race, culture, gender, age, disability, and family and/or time constraints, is unable to access post-secondary education.

APPENDIX D**UHCC DISTANCE EDUCATION COMMITTEE MEMBERS**

(12-99)

Hawai'i Community College	Harry Kawamura Birch Robison	Dean of Instruction Faculty, Learning Center	
Honolulu Community College	Jon Blumhardt Rick Brill Beryl Morimoto Jan Petersen	Director, Educational Media Center Faculty, Natural Sciences Acting Outreach Coordinator, Continuing Education & Training Assistant Dean	
Kapi'olani Community College	Bert Kimura Judith Kirkpatrick Harriet Miyasaki Jim Shimabukuro Mike Tagawa	Coordinator, Educational Media Center Faculty, Language Arts Registrar Faculty, Language Arts Assistant Dean	To be replaced by another Registrar
Kauai Community College	Ed Coll Bonnie Honma Helen Sina	Faculty, Data Processing Counselor University Center Director & Assistant Dean for Academic Support	
Leeward Community College	Mike Pecsok Diane Sakai Barbara Saromines-Ganne Mark Silliman	Interim Assistant Dean for Academic Support Librarian Faculty, Arts & Humanities Dean of Instruction	
Maui Community College	*Lillian Mangum Alvin Tagomori flo wiger	Distance Librarian Dean of Students Dean of Instruction	
Windward Community College	Mike Garcia *David Krupp	Dean of Instruction Faculty, Biological Sciences	Replaces Floyd McCoy
Employment Training Center	Gerri Kabei	Program Coordinator	Replaces Sandra Okazaki
West Hawaii University Center	Kathy Damon	University Center Director	
Faculty Senate Co-Chairs	*Linda Curriuan Vinnie Linares	Faculty, English, Language Arts Faculty, English	
Chancellor's Office	Kathy Yamashiro	Interim Director, Academic Support Services	To be replaced by John Muth
UH Distance Learning Information Technology (DLIT)	Hae Okimoto	Manager, Information Technology Services	
UH Office of the Vice-President for Planning & Policy	Paula Mochida	Special Assistant for Distance Learning	

* **New or anticipated appointee in 1999-2000**

APPENDIX E

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

Not yet completed:

- Hawaii Community College
- Honolulu Community College
- Kapi`olani Community College
- Kauai Community College
- Leeward Community College
- Maui Community College
- Windward Community College
- Employment Training Center
- Distance Learning & Instructional Technology (DLIT)
- Office of the Vice President for Planning & Policy (OVPPP)

APPENDIX F

PLANNING CONTEXT

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

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

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

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

4. **Awareness of the institutional strengths of the UH Community Colleges:**
 - a commitment to excellence in teaching and learning
 - a continued focus on the needs of individual students

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

5. A set of planning assumptions:

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

6. A set of underlying guiding principles (core concepts) which draw together the concerns or people first, learning-centered services, sharing, broadened access, quality, multiple points of access and departure, willingness to break rules and traditions and foster innovation, entrepreneurial options, and accreditation issues:

- We promote good learning / teaching practices, making an active commitment to quality instruction and encouraging the use of technology for both distance and classroom learning.
- We accommodate multiple learning styles through different technologies, providing different ways for adults to learn.
- We provide current and projected distance learning offerings based on established needs.
- We enable students to reduce time to degree through distance learning options.
- We facilitate and encourage statewide open access for distance learning offerings.
- We collaborate / cooperate within the campus and among campuses.
- We make distance learning courses available throughout the State.

- We offer opportunities for learning, including non-credit and credit certificates and credit degrees via distance learning.
- We enable competency-based learning opportunities.
- We continue to evaluate technologies and methodologies.
- We coordinate evaluation of distance learning to ensure a quality learning experience.
- We encourage a focus that is both local and global.
- We make an active commitment to continuing professional development of faculty, staff, and students in the appropriate use of technology to deliver and support instruction in both classroom and distance learning environments.
- We make an active commitment to provide comparable academic support and student support no matter how a course is delivered.