Proposal Template for Online, Correspondence, Satellite, Video Correspondence or Other Technology-Mediated Programs - Introduction

Please read these instructions carefully before beginning your proposal

INSTRUCTIONS:

- This template outlines the mandatory sections of the proposal. Please specifically answer each question in the template. No section should be left blank. If a question is not applicable, enter "N/A" in the appropriate section. Incomplete proposals will not be forwarded to the Substantive Change committee for review.

- Do not delete the questions.

- The proposal should be no more than 10,000 words, not including attachments.

- Attachments are preferred as .PDF. (Microsoft Office documents should be saved in versions compatible with Office 97-2003. Office 2007 / Windows Vista documents are not acceptable at this time.)

NAMING YOUR PROPOSAL:

Use the following naming convention for your document. Incorrectly named documents will not be reviewed.

[Tentative Review Year-Month], [Institution Name]: [Degree/Program Name] ([Modality])

Example: 2010-02, Sunshine University: BS in Engineering (Online)

REVIEWING YOUR PROPOSAL:

- Please review your proposal against the Pre-Submittal Checklist before submitting it.

SUBMITTING YOUR PROPOSAL:

- See the WASC Guide to Submitting Substantive Change Proposals for instructions on submitting your document.

- Please have your institution's Accreditation Liaison Officer (ALO) notify the WASC Substantive Change Manager (smcgrew@wascsenior.org) once the proposal is complete and has been submitted.

RESOURCES:

- Institutions proposing online programs should refer to the Guidelines for the Evaluation of Distance Education.
Section I: Institutional and Program Overview

A. Program Overview

7. What is the approximate timeframe when online courses started to exceed 50%?

1. Name of degree or program proposed.

Bachelor of Arts in Communication (Online)

This proposal is submitted in compliance with the Commission’s rule that when 50% or more of a degree program’s requirements can be completed via online coursework, the program must undergo substantive change review.

The University of Hawaii at Hilo does not currently have a curriculum review process for an online track of an existing traditional program, and the Communication Department does not plan to propose a separate track. As this proposal indicates, the department considers online courses an integral part of the existing program, offering students some courses delivered in an alternative mode but with the same learning outcomes as the on-campus equivalents.

2. Percent of program being offered via distance education. If the program is not being offered fully via distance education, how will the remainder of the program be offered?

It is possible for students to complete all Communication BA requirements in face-to-face coursework, and for other students to complete all requirements except Com 251 Public Speaking in online courses (91% online). Our sense is that most of our majors take both face-to-face and online courses to complete program requirements.

3. Detailed description of the type of distance education modality being proposed and the format. Is it asynchronous, synchronous, online, correspondence, teleconference, video on demand, etc.?

All online and blended Communication courses use the University of Hawaii system’s learning management system Laulima, a customized version of the open-source system Sakai; some courses draw on the online data bases and
other resources available through the UH Hilo library. In addition, a faculty might opt to use online social media and other online resources to supplement course delivery.

4. Geographic scope of the program. Where will you market the program?

We do not market the online courses and have no plans to do so, as the online Com courses fill with our own on-campus students or part-time students living in Hilo and surrounding areas.

5. Projected number of students.

Communication online courses typically fill—that is, reach their enrollment caps. Different instructors set different course caps, except that Writing Intensive courses are limited to 20 students.

The attachment “Com OL Enrollments F07 S11” displays enrollments in online Com courses from Fall 2007 through Spring 2011. Note that Com 200, 287, 370 typically are offered in two sections per academic year. Average course enrollment in Communication online courses at the upper-division (300-400 level) has been 27.4 over the past four years. This compares very favorably with UH Hilo’s enrollment average for upper division (300-400 level) courses of 17.1 (excluding small classes of under 10).

6. Type of student the program geared for, i.e. adult learners, part-time or full-time.

Online communication courses are intended for full-time UH Hilo BA majors and are offered as part of the curriculum along with face-to-face courses. Part-time students and majors in other fields can also take the courses.

7. Initial date of offering.

Online courses have been offered by the department since approximately 2002. The number of online courses has increased with student demand and as more faculty have become interested in and competent in online delivery.

8. Anticipated life of the program, i.e., one time only or ongoing? Cohort model or rolling admissions? Independent study?

The department plans to continue to offer online courses as part of the regular curriculum for the indefinite future. We anticipate continued student and faculty interest in technology-mediated instruction.

9. Describe the external and/or internal partners contributing and/or participating in this proposal, if applicable. Attach any Memoranda of Understanding (final and signed) between the requisite parties. If more than 25% of the program will be delivered under contract with an institution or organization not certified to participate in Title IV, HEA programs, please see WASC’s Policy for Contracts with Unaccredited Organizations and explain how this arrangement conforms with the policy.

No partners are involved.

Attachments

Com OL Enrollments_F07_S11.pdf

B. Descriptive Background, History and Context

1. Please provide a brief description of how the online offerings are connected to the strategic plan of the University and then refer the reader to Section II.A.1 for more details.
1. Brief description of the institution, including the broader institutional context in which the new program or change will exist. Connect the anticipated substantive change with the mission, purpose, and strategic plan of the institution.

The University of Hawai`i at Hilo is part of the State-supported ten-campus University of Hawai`i system, along with UH Manoa, UH West O`ahu, and seven community colleges. In addition to the College of Arts and Sciences, UH Hilo includes four other degree-granting colleges. The university presently offers a PhD in Hawaiian and Indigenous Language and Culture Revitalization, a Doctor of Pharmacy (PharmD), a PhD in Pharmaceutical Sciences, seven masters degrees, 33 baccalaureate degrees and 24 academic subject certificates. An eighth masters degree is pending Regents and WASC approval; the Doctor of Nursing Practice has been approved by both and will begin Fall 2012.

As discussed in more detail in Section II.A.1, the BA in Communication program is consistent with both the 2002-2010 Strategic Plan and the new, 2010-2015 Strategic Plan. Online Communication courses began to be offered about 2002, and the number of faculty offering courses has increased slowly over the intervening years, partly in response to student demand and partly due to faculty interest in new teaching technologies.

2. To address prior experience, list the number, variety and longevity of other similar programs that have been or are being offered via distance education. Include a summary or profile of one of the programs being offered via distance education to demonstrate prior experience.

The University of Hawai`i at Hilo offers three distance degree programs undergoing substantive change review in 2011: the BA online Psychology program and the RN to BSN online program in September, and the Master of Arts in Indigenous Language and Culture Education (ILCE) in October. These have been offered in good faith by the university since 2002, 2004, and 2006, respectively, under the misapprehension that programs required subchange review only if 50% or more of total credits were offered online. In September 2011, the RN to BSN subchange proposal received interim approval; the BA in Psychology must resubmit its assessment plan and syllabi.

The BA online Psychology program has been the largest and longest-lived of the online programs, accepting its first off-island on-line students in Fall 2002. Program enrollment is limited to 33 students at any one time; as one student completes, another student is admitted. Pending the outcome of the substantive change review in September 2011, new students will again be admitted to the program Fall 2012. On average, students have been enrolling in two courses per semester and completing the Psychology program in four to six semesters. As of May 2011, a total of 84 students had been admitted and 51 had graduated. The program will accept no new students until it has received subchange approval.

The Communication BA, being proposed here, achieved DL status gradually and without planning to become an “online program.” In other words, the Communication Department has not defined its online courses as constituting a separate path to the BA degree. Online courses have been developed by individual faculty from pre-existing face-to-face courses, partly in response to growing student demand for online courses, and partly as intellectual and pedagogical explorations into new technologies and new ways of thinking about and presenting subject and content.

C. Institutional Accrediting History Relevant to Substantive Change

2. To provide a context for the Committee, please state the issue(s) to which you are responding and where the issue(s) was noted.

1. Brief response to issues noted in prior substantive change reviews since the institution’s last comprehensive review.

Assessment has been a recurrent theme in substantive change reviews, with each program being encouraged by review panels to continue to develop and refine their assessment plans. The PhD in Pharmaceutical Sciences and the MS in Clinical Psychopharmacology, both housed in the College of Pharmacy, are benefitting from the guidance of the college's fulltime Assessment Officer, on staff since May 2011. The Doctor of Nursing Practice and the RN to BSN programs are fully integrated into the School of Nursing's well-developed assessment and curriculum system, with all faculty meeting to review curriculum and student performance on a monthly basis and at semester-end retreats. The BA in Psychology is responding to the subchange panel's recommendations by beginning a thorough review of established program outcomes and assessment practices in other institutions with a view to integrating assessment into the face-to-face as well as online bachelor's programs.

2. Institutional response to issues noted in prior Commission or other Committee action letters or visiting team
reports that are relevant to the proposed substantive change.

UH-Hilo has requested a permanent position of Assessment Officer to serve all units. However, the severe budget crisis faced by the State of Hawai`i and the state’s university system has put new positions on hold for the indefinite future. In the meantime, the chair of the UH Hilo Congress General Education Committee successfully completed a term at the WASC Assessment Leadership Academy and over the past two years has been leading her committee in the development of an assessment system and plan for the new General Education requirements. The committee will next review the campus program review system with an eye to streamlining it and strengthening the assessment components.

The Communication department developed an assessment framework in Spring 2008 that was reviewed and accepted by the faculty congress’s Assessment Support Committee and began to assess student performances in specific courses in 2010-2011. It has begun work on the self study for its program review, due in Spring 2012, in which student learning assessment results will figure prominently. See Section III.D. Educational Effectiveness for discussion and assessment plan.

3. If the proposed program is within a school accredited by a professional accrediting agency, or is related to a program that is accredited by a professional accrediting agency, list the agency, year accredited, and include a copy of the executive summary to the most recent team evaluation report and agency action. Also, indicate whether the specialized agency needs to review and approve the proposed program prior to implementation.

Not applicable.

Section II: Program Need and Approval

A. Program Need

In general: The Committee will want to review the need/demand for the program based on due diligence that has been conducted by the University in addition to the fact that enrollment for the program has been very high and enrollment in online courses has been very high as well. Specifically: 1. Has the Strategic Plan been approved by the UH Board of Regents since the time of the submission? 2. In addition to high levels of student enrollment in existing online courses, were any other factors considered in the decision to increase online course offerings?

1. Program need/rationale framed by the institution's mission and strategic goals.

Alignment with Mission and Strategic Goals of UH Hilo

The proposed program is consistent with the primary mission of UH Hilo as stated in the 2002-2010 Strategic Plan: “to offer high quality undergraduate liberal arts and professional programs.” Of particular relevance is Goal III: “Build a learning environment that facilitates student development and success” and Objective 8 “Deliver selected, high quality distance learning programs to improve access to higher education statewide and beyond, where UH Hilo can provide unique expertise,” and Objective 9 “Make careful and effective use of technology and adopt new technologies where they enable us to improve teaching effectiveness, extend programs beyond East Hawai‘i, or otherwise achieve our mission.”

A new UH Hilo Strategic Plan 2010-2015 has been approved by the campus community and will be reviewed and, it is anticipated, approved by the UH Board of Regents in early Fall 2011. The mission and vision are as follows:

- Mission: ‘A'ohe pau ka 'ike i ka hālau ho'okahi. / One learns from many sources.

  The purpose of our university ‘ohana/family is to challenge students to reach their highest level of academic achievement by inspiring learning, discovery and creativity inside and outside the classroom. Our kuleana/responsibility is to improve the quality of life of the people of Hawai‘i, the Pacific region and the world.

- Vision: E l awe i ke a'o a mālama, a e 'oi mau ka na'auao. / Those who take their learnings and apply them increase their knowledge.
We will be acclaimed as a university community that works together across disciplines and diverse perspectives to prepare student scholars to thrive, compete, innovate and lead in their professional and personal lives. We will engage every student in applied learning that links theory with practice, connects to the distinctive natural and cultural environments of Hawai’i, and promotes skilled participation in a global society.

The Communication BA program is consistent with specific components of the new Plan. These include Goal 4, “Cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawai’i,” in particular the supporting action regarding broader access through technology: “Improve higher education access, outreach and support for non-traditional and underserved populations through, but not limited to, select, high-quality distance learning programs island-wide and beyond, increased financial aid, and establishment of child-care facilities on campus.”

In making BA coursework available to working people seeking to earn the degree but unable to come to campus during working hours, the program also promotes Goal 5, “Strengthen UH Hilo’s impact on the community, Island and state of Hawai’i through responsive higher education, community partnerships, and knowledge and technology transfer” is supported by the action: “Work with the UH system and community partners to systematically assess and respond to community workforce needs to inform program improvement and development.”

Demand for the Program

The BA in Communication, formerly called “Speech and Communication,” was one of the first BA programs to be established at UH Hilo, then Hilo College, in 1970.

The Communication major is presently one of the largest at UH Hilo, with 147 declared majors in Fall 2010, and 45 graduates in 2010-2011. Enrollment in online 300- and 400-level courses is consistently high, averaging 27.4, well above the university’s average of 17.1 for 300-400-level courses. See the attachment "Com OL Enrollments F07-S11." Communication courses, both face-to-face and online, are taught in load by full-time faculty. In particular, the department chooses to limit upper-division courses to full-time faculty with doctorates. In brief, the online courses are an integral part of the Communication program.

2. Process and results used to establish the need. Please provide a summary of the findings, not the full study.

The consistently high level of enrollment in our online upper-division courses, cited in sections I.A.5 and in II.A.1 immediately above and presented in the attachment "Com OL Enrollments," makes it clear that students find the online environment conducive to learning.

3. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels. If the program is planned to be offered for a finite period, provide the enrollment data for the length of the program. If the program is planned to be offered continuously, then provide enrollment projections for the first three years. These enrollment projections should be reflected in the budget.

As indicated in section I.A.5, II.A.1, and the attached “Com OL Enrollments F07-S11,” online Communication courses have been consistently well enrolled at least as far back as Fall 2007. There is no reason to expect that student demand will decline in the foreseeable future.

4. Attach the recruitment and/or marketing plan for the program. Note that all materials regarding this program should clearly state, "Pending WASC approval" prior to Commission ratification.

There are no plans to market the program at present. Historical enrollments support our conviction that online courses will continue to fill rapidly with on-campus students without marketing.

Attachments

Attachments 2. Com _OL_ Enrollments_F07_S11.pdf

B. Planning/Approval Process
1. Description of the planning and approval process within the institution (and system, if applicable), indicating how the faculty and other groups (administrators, trustees, stakeholders, system office, etc.) were involved in the review and approval of the new site or program. Attach documentation of necessary approvals.

The University of Hawaii at Hilo currently does not have a process specifically for existing degree programs to become online programs. The decision to move a program officially online is made by the faculty. Involvement of the dean varies from college to college. In the case of Communication, because the department does not view online courses as distinct components of the curriculum, no administrative approval has been sought.

However, such a process may be developed in the future: in September 2011, the Vice Chancellor for Academic Affairs established and appointed the UH Hilo Distance Learning Advisory Committee, with the charge to

- identify and help resolve distance learning policy issues through formulation and recommendation to the Vice Chancellor of Academic Affairs on UH Hilo Distance Learning Policies, and
- identify and promulgate best practices in distance learning through the formulation and recommendation of UH Hilo Distance Learning Course Development and Implementation Guidelines.

Section III: Program Description and Evaluation

A. Curriculum

1. Overall description of the program, including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.

The UH Hilo Department of Communication offers a communication major and minor and courses in the areas of interpersonal, intercultural, organizational, public, and mass communication. Students complete 9 credits of core, 200-level Communication courses and 24 credits of 300-400 level courses.

The Department of Communication provides a strong foundation in human communication theories and practices. Our program emphasizes multicultural team and community building in a personalized learning environment. The program emphasizes multicultural perspectives, authentic communication, valuing diversity, professional and personal empowerment, and enhanced self-awareness. Students develop oral, written, group, interpersonal, intercultural, and organizational communication skills that prepare them for leadership and citizenship in a diverse civil democratic society. Our numerous online courses, offered by more than half of our faculty, ensure that students are comfortable with learning and communicating in the rapidly changing world of technology and the internet.

The mission of the Communication Department is guided by the assumption that culture permeates every level of communication. Consequently, our mission is to:

- explore and promote diverse theories and perspectives related to communication;
- facilitate practical skills for effective communication in multicultural contexts;
- develop leaders that can relate to global and local cultures;
- cultivate healthy individuals, relationships, organizations, and communities;
- promote dialogue among diverse individuals, communities, and organizations.

We seek to empower our students by facilitating the development of skills that encourage replacing monologue with dialogue, fragmentation with connection. Students are encouraged to develop projects relevant to their personal and professional goals. They develop the talents and skills necessary to succeed as leaders and change agents in a wide variety of settings.

Located in one of the most diverse areas of the world, our program places the relationship between culture and communication at the center of our curriculum. Our program has a special emphasis on communication and culture as they influence and are influenced by wisdom, context, process, and community.

The program requirements are designed to develop student knowledge and skills as outlined in our mission and formulated in our program learning outcomes.

The movement into online teaching and learning is consistent with the department’s commitment to students’ intellectual and
2. How has the curricular design and pedagogical approach been adapted to the modality of this program?

Communication faculty are meeting with an online course consultant from UH Hilo's Instructional Technology and User Services or from the Distance Learning office to ensure that their courses in conformity with UH Hilo's Quality Online Course Design Guidelines (attached) to maximize online format potential and ensure quality standards.

As will be apparent from the attached syllabi, faculty rely on the resources of the UH system's Laulima online learning management system to provide students with a rich learning environment. In addition to posting course materials, announcements, and assignments on Laulima, instructors involve students in asynchronous online discussions on course-relevant topics, communicate with students via email, respond promptly to student emails and other queries, involve students in online databases and other web resources, engage students in critical review and use of websites. Communication online courses, though built on the foundations of previous face-to-face courses, are well adapted to take full advantage of the new learning opportunities and strategies of the internet.

3. Program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree.

Upon graduation students should possess the following knowledge and abilities:

**Knowledge. Students will be able to:**

- Describe the major paradigms, theories, concepts, and subfields within the discipline.
- Discuss non-western and alternative communication perspectives.

**Performance Skills. Students will be able to:**

- Make effective public or professional presentations.
- Demonstrate interpersonal communication competence.
- Participate in group discussions and facilitate dialogue.
- Display sensitivity to the perspectives of others.

**Capstone Paper or Project. Students will be able to:**

Design, implement, and/or evaluate a research project, a communication intervention, or a campaign.

4. Curricular map articulating the alignment between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels.

The curricular map is attached below as "Com Curriculum Map."

5. Listing of courses, identifying which are required.

Major requirements are:

Total: 33 semester hours

- **Core knowledge and behaviors courses (9 sem hrs)**
  - COM 200 Fundamentals of Interpersonal Communication (3) *
  - COM 251 Public Speaking (3) [Not offered online]
  - COM 270 Introduction to Theories of Human Communication (3) *

- **Culture or Diversity Course (3 sem hrs) (Choose one of the following courses)**
  - COM 241 Health, Culture, and Diversity (3) *
  - COM 260 Media and Culture (3)
  - COM 344 Sustainability, Communication, and Culture (3) *
  - COM 359 Intercultural Communication (3) *
• COM Electives and Advanced Courses (18 sem hrs, at least 9 of which must be 300–400-level COM courses)
  - COM 400 Seminar in Human Dialogue (3)
  - COM 441 Leadership and Communication (3) *
  - COM 444 Public Relations (3) *
  - COM 451 Communication and Ethnography (3)
  - COM 456 Asian Perspectives on Communication (3)
  - COM 460 Mass Media Analysis (3) *
  - COM 494 Special Topics (3) *
  - COM 499 Directed Studies (3)

Asterisked courses are offered either online, or both online and face-to-face.

In addition to the asterisked courses, the following courses are also offered online, or both face-to-face and online, and can be counted towards the 18 semester-hours of electives:

- COM 352 Communication in Small Groups (3)
- COM 354 Communication in Innovation (3)
- COM 358 International Communication (3)
- COM 360 Impact of Mass Media (3)
- COM 370 Persuasion (3)
- COM 394 Special Topics [Varies] (3)
- COM 420 Family Communications (3)
- COM 440 Organizational Communication (3)
- COM 461 Race and Gender in Media (3)
- COM 494 Special Topics [Varies] (3)

6. Process by which syllabi are reviewed and approved to ensure that 1) course learning outcomes are described and are linked to program learning outcomes; 2) materials are current; 3) pedagogy is appropriate for the modality of the course.

UH Hilo’s Campuswide Curriculum Review Committee reviews the syllabi attached to all proposals for new courses and course modifications with particular emphasis on student learning outcomes, rigor, and appropriate pedagogy. The UH Hilo Teaching Resources webpage provides a syllabus template endorsed by the faculty Congress and approved by the Vice Chancellor of Academic Affairs:

http://hilo.hawaii.edu/uhh/teaching

The Communication Department does not have a systematic syllabus review process. However, beginning in Spring 2011, the Department Chair has encouraged online faculty to work with the course design specialists at the office of Instructional Technology and User Services. ITUS uses the UH Hilo Quality Online Course checklist (attached) developed by the DL coordinator and course design specialists, and reviewed by experienced online instructors. The checklist draws on such sources as the Western Cooperative for Educational Telecommunications’ Good Practices for Electronically Offered Degree and Certificate Programs; the American Distance Education Consortium; and similar checklists used by universities in California, Texas, and Illinois.

The syllabi for online courses provided with this proposal meet these criteria.
7. Attach three sample syllabi that are representative of the program and attach the capstone/thesis or culminating experience syllabus (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and be appropriate to the level of the degree. Syllabi should also reflect information literacy requirements and use of the library.

No single course is designated as the capstone for the major. Rather, the 400-level courses listed in section III.A.5 above serve a capstone function in that each includes an integrative project. The following syllabi have been selected for inclusion with the proposal to highlight the fact that students experience multiple teaching methodologies, and multiple means of assessing student learning.

- Com 344 Sustainability, Communication, and Culture
- Com 350 Human Communications Research
- Com 358 International Communication
- Com 460 Mass Media Analysis

8. Internship requirements and monitoring procedures, if an internship is required.

None

9. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.

None

**Attachments**

- 3.Com_Curriculum_Map.pdf

**B. Schedule/Format**

1. Length of time that the typical student is expected to complete all requirements for the program.

Once General Education requirements are completed, students can complete requirements for the Communication major in two full academic years or four semesters. Many upper-division Communication courses are offered in the summer, and students can choose to expedite their progress to graduation by taking summer courses.

2. Description of the cohort or open registration model being used. Minimum attendance/participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time.

Virtually all Communication majors are on-campus UH Hilo students who declare the major sometime after their freshman year. There are no admission requirements to the major, and a student completes the major by completing all requirements with a minimum 2.0 GPA in Communication courses. There is no cohort structure, and students can take as little or as long as they wish to complete requirements.

The department abides by the university’s policy regarding ongoing and disrupted enrollment:

Any student who terminates his/her enrollment at the University by withdrawing from all classes, by not registering for a semester, or by graduating, and who subsequently desires to return, must reapply for admission by the application deadline. This includes a $50 application fee (except when a student is away from the University for one semester only, an application fee is not required). If the student attended another college or university in the interim, he/she must reapply as a transfer student. ([http://hilo.hawaii.edu/catalog/admission-of-returnees.html](http://hilo.hawaii.edu/catalog/admission-of-returnees.html))
Individual faculty determine makeup policy for their own courses, so long as they stay within the university’s policies on incomplete work and changes of final grade.

3. How will the institution ensure that timely and appropriate levels of interactions between students and faculty, and among students are maintained?

As pointed out above, almost all students take both face-to-face and online courses, so that faculty often know students in both contexts. Laulima (Sakai) is used by all instructors, either as the primary locus of the course or as a supplement to the occasional program course delivered via HTs. Laulima offers a full range of interactive functions: course email, discussion board/forum, bulletin board (instructor to students) and assignments (student and instructor). The online asynchronous discussion board is integrated into most courses, as indicated in the attached course syllabi, and affords students with frequent (required) opportunities to interact with each other and with the instructor.

Instructors have worked individually with consultants from the Instructional Technology and User Services or the Distance Learning Office using the UH Hilo Quality Online Course Design guidelines (attached), which build interaction into the learning process.

Most courses require multiple writing assignments (with written feedback from instructors) and postings to the discussion board, so that appropriate interaction is at a high level.

In addition, students can communicate with faculty advisors via phone and email; increasingly, Skype is being used.

4. Please describe how the identity of students participating in the program will be verified. See Best Practice Strategies for Promoting Academic Integrity in Online Education.

The Laulima website is password protected, accessed by each student with his or her hawaii.edu username and password.

Most courses include multiple writing assignments, including discussion board writing, so that students soon develop a recognizable writing identity to their instructors, any departures from which will alert the instructor to the possibility of inappropriate conduct. More important, carefully sequenced assignments encourage students to complete their own assignments, prompt feedback reinforces the desire to learn and improve, and minimize the occurrence of the kind of end-of-term panic that might lead a student to resort to plagiarism or “borrowed” work.

Syllabi include the following statement or a variant regarding academic honesty. This statement is taken from the UH Hilo syllabus template, posted at http://hilo.hawaii.edu/uhh/teaching, and endorsed by the UH Hilo Congress and approved by the Vice Chancellor for Academic Affairs).

Students are strongly encouraged to familiarize themselves with the Student Code of Conduct for UH Hilo, which can be found at

http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php

I expect you to behave with integrity and hold both yourself and your peers to the highest standards of ethical behavior. Academic dishonesty encompasses, but is not limited to: (1) plagiarism (i.e., copying another individual’s words or ideas without appropriately citing the source); (2) turning in assignments that somebody else has completed; (3) referring to notes or other written/electronic materials, collaborating with others, copying someone else’s work, or providing answers to others in any fashion during an examination. Please note that knowledge of others’ cheating and failure to report this to me can also be construed as complicity in academic dishonesty.

Should I have reason to suspect that academic dishonesty has occurred, I will conduct a thorough investigation or may refer the matter to the Dean of Students for investigation. Possible sanctions should you be found responsible for academic dishonesty could include a failing grade for the course, suspension or even expulsion from the University. Such consequences could negatively affect your candidacy for graduate/professional programs or for some jobs.

UH Hilo’s Kilohana Academic Success Center offers Turnitin, with online training for faculty and students:


The institution’s Student Conduct Code sets clear guidelines and procedures for academic honesty/dishonesty:

http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php
The online Faculty Handbook also provides information on this issue:


5. Timeframe of courses, i.e. accelerated, weekend, traditional, etc. If the course timeframe is abbreviated, an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre- and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre- and post-course assignments, and the accelerated nature of the curriculum.

The timeframe is traditional: courses run through the 16-week fall and spring semesters. Students may also enroll in online Psychology courses during the summer; there is a four-week first summer session and a six-week summer session. Student may not enroll in more than 12 credits in total in the two summer sessions.

6. Sample schedule of courses for a full cycle of the program with faculty assignments, if available.

The schedule for a typical two-year cycle, including Fall, Spring, and Summer, is attached as "Com 2 year F-S-Sum Online Schedule," with faculty specified. Note that in addition to the Spring offering of Com 270, many students take 270 in the Fall from the dean of CAS, whose specialty is Communication Theory, and whose CV is included.

Attachments

- 3.Com_2_year_F_S_Su_online_schedule_rev.pdf,

C. Admissions

1. Admissions requirements.

Once students are admitted to UH Hilo as classified students, they are eligible and welcome to become Communication majors. UH Hilo admissions requirements are posted at http://hilo.hawaii.edu/catalog/admissions.html

2. Identification of the type of student targeted and qualifications required for the program.

Students self-select into the Communication major. Those who take 50% or more of their major requirements in online courses do so for a variety of reasons, including a personal preference for the online mode and fulltime jobs or family responsibilities that prevent them from coming to campus.

3. Credit policies, including the number of credits that students may transfer in.

The department adheres to the university’s policy on transfer credits. Essentially, any number of credits earned at regionally accredited institutions may be transferred in, but to earn a bachelor’s degree from UH Hilo, a student must meet all General Education and other graduation requirements and must have completed a minimum of 30 credits at UH Hilo.

4. Process for awarding credit for prior learning (applicable only to undergraduate level).

Credits are not awarded for prior learning per se. However, with the permission of the department chair, students can earn credits by examination, as specified in the university catalog: http://hilo.hawaii.edu/catalog/credits-grades-and-examinations.html
5. Residency requirements, if applicable.

No special program requirements exist regarding residency.

6. Sample brochure or admissions material. Note that these materials must clearly state "Pending WASC approval" prior to Commission ratification.

The Communication department does not recruit majors. Students may consult the university catalog to learn about the department, program learning outcomes, and degree requirements.

### D. Plan for Evaluating Educational Effectiveness

1. Please provide a description of the overall program review process in the first year in your narrative, including who is involved in the overall review and how are those findings used to improve the program. The attachment provides a framework for assessing the achievement of learning outcomes, but does not include the overall process. This should be included in the narrative.

4. Was the Quality Online Course Checklist a result of a recent program review? Have any other changes been made to the program as a result of the most recently completed program review?

6. In addition to online course evaluations, which were previously discussed, are faculty evaluated by any other means to determine their teaching effectiveness in online courses?

1. Plan for assessing the program at various stages in the first year, including achievement of student learning outcomes and how findings from the review will be used to improve the program. Attach the assessment plan.

Our assessment plan, attached below, is built on program learning outcomes and a sustainable schedule for assessing student achievement of these outcomes. Direct assessment of student performance in online courses will of course be crucial in gauging teaching effectiveness and indicating ways in which online pedagogy and curriculum can be improved. The framework will accommodate equivalent online and face-to-face courses.

The plan is simple but sustainable. Even in times like the present, when faculty are being pressed to accommodate larger numbers of students in their courses, the plan allows time for thoughtful and scheduled assessment of student learning as students move through the curriculum.

The Communication department is beginning its program review as this proposal is submitted. Program review includes a comprehensive self study and external review conforming to guidelines (see the VCAA program review webpage at [http://hilo.hawaii.edu/uhh/vcaa/ProgramReview.php](http://hilo.hawaii.edu/uhh/vcaa/ProgramReview.php)). The assessment structure attached to this proposal will provide a framework for review of student learning in the entire major, including both online face-to-face courses; it can be expanded as resources and faculty expertise improve over time.

The faculty Congress’s Assessment Support Committee is currently a source of faculty training in assessment. It is led by a person who successfully completed the first full cycle of the WASC Assessment Leadership Academy. Under her leadership, the committee has been occupied in the challenging project of developing a campuswide system for assessing our new General Education basic, area, and integrative requirements; and she and her committee are now moving into review of the program review guidelines with a view to giving greater prominence and systematicity to assessment of student learning.

UH Hilo has requested from the UH system a fulltime position of Assessment Officer to train and assist faculty and programs. However, the severe budget constraints—including substantial funding cuts—experienced by the state and its university system in the past three years have meant that such new positions will have to be postponed indefinitely. In the meantime, Communication faculty feel able to manage their system until more support becomes available.

2. Plan for incorporating assessment of this program into the school and/or institution’s existing program review process.

The University of Hawaii at Hilo has a seven-year cycle for program review, including participation of an external reviewer. At the conclusion of its program review process, each campus academic unit meets with the Vice Chancellor for Academic Affairs (VCAA) and a memorandum of understanding is articulated that describes the next steps for the unit and the administration based on the results of the review process.
The Communication Department last underwent program review in 2004-2005; the MOU is attached. As pointed out in III.D.1 above, the department is beginning its next program review this Fall 2011 and will benefit from any assistance that the campus Assessment Support Committee makes available.

3. Evaluation of the educational effectiveness of distance learning programs (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs.

The assessment plan attached provides a basis for comparison of the effectiveness of online vs. face-to-face courses.

With regard to indirect assessment: A review of statistical data leads the department to conclude that online courses that are part of the BA in Communication is successful in terms of student demand. Enrollments in online courses are as high or higher than enrollments in the corresponding face-to-face courses; and when an online and a face-to-face section are offered, the online course fills within a few days, while the face-to-face course may fill weeks later.

More to the point, student learning outcomes and major assignments are the same in corresponding online and on-campus courses. Virtually all online courses were first taught as on-campus courses. The same instructor teaches the course in both online and on-campus formats. See the attachment "Com Grade Distrib OL F2F"; such data have just been gathered, and the department will continue to monitor differences in grade distributions in corresponding online vs. face-to-face courses and to try to understand what such differences can indicate about effectiveness of the different modalities.

Because there is no separate online BA in Communication, we do not currently have means of determining whether students who take 50% or more of their major courses online have higher retention/graduation rates than those who do not. Under the circumstances, it is difficult to see how such data could be tracked: a student may go into a semester with fewer than 50% of her major courses online, then on the basis of that semester's courses, have more than 50% online; the following semester, she might drop below 50% again.

Student satisfaction: Attached is “Com course eval OL vs F2F,” a comparison of the results in the UH Hilo course evaluation survey for corresponding online and on-campus courses. The same questions (on page 2 of the attachment) are asked in both the print evaluation and the online evaluation. A challenge in online courses is very low participation in the online evaluation form; we understand that this is a widespread phenomenon. Participation aside, differences between pairs of courses in the various survey items tend to be small and, as indicated by the global course evaluation question 19, ratings are sometimes higher for the online course and sometimes for the on-campus course.

4. If the program is offered on-campus or in a traditional format, then it would be appropriate to include a summary of a recent program or curricular review to determine if appropriate changes have been made to the proposed program.

The same faculty teach both the face-to-face and online sections of the same courses. These faculty developed the courses in face-to-face format and have subsequently adapted them to the online mode. (A few courses have been developed solely for online delivery.) Thus the SLOs, assignments, and student performance expectations in the OL and F2F major courses are very similar but are adapted to the different modes of delivery.

The Communication department seeks to ensure that online BA courses are designed to provide good learning environments for students. Recently a Quality Online Course Checklist was developed by the UH Hilo DL Coordinator, course design specialists, and experienced online faculty; the checklist has been offered to departments and individual faculty. As pointed out above, Communication online courses are reviewed and, as appropriate, modified with the assistance of a course design specialist from the office of Instructional Technology and User Services or from the Distance Learning office, using the attached course design guidelines. The specialist provides guidance and training as needed before the course is launched and during the semester as the course is being taught. Several Communication faculty have already completed this process, and it is expected that trained faculty will continue to incorporate "quality" strategies into their courses.

5. Description of how the student's ability to succeed in distance education programs will be addressed and linked to admission and recruiting policies and decisions.
As pointed out previously, the Communication major has no special admissions process and does not recruit students.

The UH Hilo’s DL website offers an online readiness test and tutorial at [http://hilo.hawaii.edu/academics/dl/](http://hilo.hawaii.edu/academics/dl/) that is designed to both raise student awareness of the special challenges of the online learning environment and to train the student in essential Laulima functions. University Centers provide students with orientation study, computer access, and internet access.

Laulima (Sakai) LMS is user-friendly and is widely used in both online and hybrid courses across the university system. Students have access to prompt technical assistance and online training provided by the UH system Instructional Technology Services: [http://www.hawaii.edu/dl/student/](http://www.hawaii.edu/dl/student/) Individual faculty provide support and assistance to students, and post helpful materials on their Laulima course websites.

Sections IV.B, C, and D below describe student services, technological and library support for online students.

6. Procedures to evaluate teaching effectiveness in the distance education modality.

See the discussion in preceding sections and the attached assessment plan.

**Attachments**
- 2. Program Review MOU Communication VCAA.pdf
- 3. Com_course_eval OL vs F2F w_key.pdf
- 3. Com_Grade_Distrib OL and F2F.pdf
- 3. Assessment Plan for Communication BA.pdf

**Section IV: Resources**

**A. Faculty**

1. Number and type (full-time, part-time, tenured, non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.

All faculty, including regular part-time faculty, participate in curriculum review, course development, assessment, and related academic issues. The department includes five full-time tenured or tenure-track faculty, four with doctorates; one full-time instructor with a master's degree; and one summer-only faculty with a doctorate. Four full-time faculty offer or have offered online courses. Advising of majors is the responsibility of all full-time faculty, with an average of 25 majors assigned to each such faculty.

2. Information about the balance of full- and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising.

Two thirds of full time communication faculty are involved in teaching online courses. These same faculty members are all involved in course assessment, part of which includes making sure the learning outcomes for online and face to face courses are consistent and assessed. As for advising, the last program review indicated that this was one of the department's strong points. Advisee load is divided among faculty members equally, whether they are predominantly teaching online or face to face courses. This provides opportunities for students to meet and engage with faculty that they might not meet otherwise, providing integration for the program.

3. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

Full-time faculty offer courses, whether online or face-to-face, inload during the fall and spring semesters. In addition, courses are offered in summer session, where tuition directly pays faculty salaries and department/college
funds are not impacted. Approximately 25 students are assigned to each full-time faculty member. As pointed out above, it appears that the majority Communication majors take both online and face-to-face courses and all majors have the opportunity be advised by full-time faculty in either face-to-face or other real-time modes.

4. Preparedness of faculty to support the modality of instruction. Are faculty development opportunities available? Include any faculty guidelines for online instruction.

Building on significant prior online teaching experience, faculty have been working with, and will continue to work with, instructional technology and course design staff from the office of Instructional Technology and User Services and the College of Continuing Education and Community Service using the attached quality online course design checklist. Two of these have completed online course assessment and certification. All online faculty have been trained in both workshops and one-on-one sessions, and one-on-one follow-up and development are available throughout the year. In addition, the UH system offers synchronous and asynchronous online workshops on all aspects of instructional technology, with particular focus on Laulima.

Program online courses are reviewed in a collegial spirit by Communication faculty well-versed in online instruction. The specialist provides any needed training and design assistance to ensure that the course meets the guidelines and is available to assist throughout the semester.

5. Overview of the key credentials and experience of primary faculty responsible for the program. Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.).

As is apparent from the attached (abbreviated) curriculum vitae, the primary faculty (Becker, Miura, and Yin) and two of the occasional faculty (Hirokawa and Marlow) have doctorates. Most are active scholars, and all have had solid experience in online or hybrid (Hirokawa) teaching. The instructor has brought a number of 200-level courses online.


B. Student Support Services

1.c. The last sentence of the first paragraph is incomplete. Also, please attach the DL Services document.

1. Assessment of student support needs including, but not limited to:

a. Ongoing academic advising and academic support

b. Financial aid advising

c. Career placement services

   Full-time Communication faculty are assigned an average of 25 majors each for academic advising. In addition, the department chair and individual faculty are available to students for informal advising in person and by phone, with a.

   UH Hilo provides the full range of services to students: Admissions, Records (includes registration), Career Placement, Counseling, and Financial Aid through the Division of Student Affairs: http://hilo.hawaii.edu/studentaffairs Student Affairs staff are available to students by phone and email during regular office hours, Monday through Friday from 7:45 through 4:30 pm.

   In addition, the UH Hilo DL Coordinator provides support to students admitted to online programs in the form of assistance with registering, identifying appropriate Student Affairs offices for students to communicate with, and arranging for proctoring and other services offered thru UH system university centers on all islands. See attachment “DL Services.”

2. Availability of support services for students and faculty, including helpdesk hours.
UH system technicians provide prompt online assistance with Laulima via email to both faculty and students. UH Hilo staffs a helpdesk from 7:45 am to 4:30 pm weekdays, and the UH system Information Technology Services offers helpdesk assistance system-wide by phone and by email 8 am to 7 pm, four days a week and 8 am to 4:30 pm on Fridays.

C. Information Literacy and Library Resources

2. Your response does not address how library resources are used in the curriculum.

4. Are additional resources necessary? Please address the institution's long-term financial commitment to library resources.

1. Description of the information literacy competencies expected of graduates (applicable only at the undergraduate level, CFR 2.2a) and how they will be evaluated.

Program outcomes include the ability to

Design, implement, and/or evaluate a research project, a communication intervention, or a campaign.

The department does not require faculty to include a library/online data base project in specific courses, but as the attached syllabi indicate, faculty choose to do so.

Student performances that demonstrate competency include research proposals, research reports, and critical analyses based on multiple sources. Faculty have been provided with the attached Information Literacy rubric, just developed by the UH Hilo faculty Congress's Assessment Support Committee, and it is being considered for adoption (with adaptations) in various courses. See the assessment plan attached below for a description of assessment of program outcome 7.

2. Description of how library resources will be used in the curriculum.

Courses draw upon the UH system/UH Hilo libraries online databases, online training, and access to a distance learning librarian both directly by email and through the library's distance learning webpage: http://guides.library.uhh.hawaii.edu/distance

3. Description of what staffing and instructional services have been put in place and what library and informational resources are available to students and faculty, onsite and remotely, in support of this program. Include a description of the library's information literacy program.

   In addition to staffing to serve on-campus students (who make up the vast majority of Communication majors), Mookini Library has a full-time, tenured Distance Learning Librarian whose duties include ensuring that comparable library services are available for UH Hilo distance learners and faculty. These services include access to library materials (including books, journal articles, A/V, course reserves), reference assistance, and research skills instruction. Instruction is available for both classes and individuals. The Library is committed to improving and maintaining both print and online collections for both books and journals.

   The instructions for the Library's information literacy program for online classes are available at:


   More information about Mookini Library's distance learning services can be found at:

   http://guides.library.uhh.hawaii.edu/distance

   Alphabetical and subject-area lists of journal article databases and lists of individual journals can be accessed from the links under “Find Journals & Articles” on the library's home page: http://library.uhh.hawaii.edu

4. If additional information literacy and library resources are deemed necessary, specify what these resources are and detail the institution's long-term financial commitment to implement this program.

   Mookini Library has an extensive information literacy program which extends to distance learners through technologies like the library’s own information literacy program in Laulima

5. Access to library systems (local, national, or global), electronic services, Internet, information utilities, service providers, and document delivery services for both faculty and students.

Mookini Library utilizes a shared online catalog, Voyager, with the other UH system libraries which shows print books, some online books, CDs, DVDs, government documents, maps, and course reserves. A separate service, Serials Solutions, lists access to online journal articles and databases, many of which are linked together to make finding information across multiple vendors easier for the patron.

Mookini Library is open more than 80 hours per week during the Fall and Spring semesters and has more than 120 computers for student and faculty use. There is also wireless Internet access in the library. However, both the student computers and wireless network in the library are controlled by another department on campus, Academic Computing Services.

Loans of materials are available from other libraries both within the UH system and from mainland libraries (some fees and restrictions may apply). Journal articles are emailed to hawaii.edu accounts. More information is available at:

http://library.uhh.hawaii.edu/lib_services/services/loans.html

In special cases, books may be mailed to distance students and faculty
http://library.uhh.hawaii.edu/lib_services/policies/DL_shipping.pdf

Mookini Library is in the process of implementing the ILLiad system for loans of materials to/from libraries outside the UH System.

Attachments
3. Assessment_Plan_for_Communication_BA.pdf,
4. Rubric_for_Information_Literacy.pdf

D. Technology

1. Description of the institution’s technological capacity to support teaching and learning in the proposed program.

Through the Office of Campus Technology (OCT), UH Hilo offers a full range of technological services and support for faculty, staff, and students: see http://hilo.hawaii.edu/academics/dl/. Externally, the campus has 10 Gigabit communication capacity to UH system and beyond with Internet 2 capability. Fiber connections run throughout the campus and the entire campus has wireless access to the internet. All classrooms have multimedia and internet access, and there are computers available for student use at multiple points around campus.

UH Hilo faculty have unlimited access to the UH system’s Laulima (Sakai) Learning Management System, and the system’s broad range of instructional technology online resources; these are posted at http://www.hawaii.edu/dl/student and http://www.hawaii.edu/dl/faculty. In addition to instructional use of technology, UH Hilo, as part of the UH system, has fully functional administrative and student services computer systems to handle a wide range of campus functions.

2. Description of the institution’s provisions for students in the proposed program to gain full access to course materials.

All course materials are posted on Laulima and are available 24-7 during the semester. These materials can be downloaded and saved on individual student computers. Our students must agree to manage these materials with academic integrity. Mookini Library has a full-time Reserves clerk who coordinates both physical and online Course Reserves of book chapters, journal articles, and DVDs. Instructions and forms for faculty to place items on Reserve are available at: http://library.uhh.hawaii.edu/lib_services/services/reserves.htm

Students and faculty can contact, by email or phone, the full-time Distance Learning Librarian for any assistance with accessing information resources and services: http://guides.library.uhh.hawaii.edu/distance
3. Description of the level of technology proficiency expected of students and faculty.

In addition to standard computer skills in word-processing, for the purposes of the program, faculty and students are expected to use the course management system Laulima to access course materials, email, and as needed for asynchronous discussion. In addition, they will use the university’s online databases. Online training is available for all of these resources; section IV.D.1 and 2 above.

4. Description of how students will receive training on how to utilize program required technology.

Laulima (Sakai) is the learning management system used by all courses in the program. Laulima is widely used at all campuses of the UH system, and most students come to the Communication program already experienced in its uses. The UH Information Technology Services provides student tutoring videos through links on Laulima, and prompt technical support is available to students (as well as instructors) via Laulima email. In addition, instructors provide individual support as needed, and some provide brief videos, narrated powerpoints, or screenshots on their course Laulima websites.

5. Description of how the institution will ensure business continuity during system failures (major or minor) or scheduled service interruptions.

At the campus level, continuity and safeguarding of network services are assured by provision of two network paths to each building. Externally, the network connects to the UH system through the university fiber system and through the state fiber system separately. In addition, all internal communication systems and servers are on Uninterrupted Power Supply (battery back-up) to ensure safe power-down if there is power disruption. Scheduled service interruptions occur after 10pm or on weekends and are announced to the campus community.

6. Description of the provisions available to faculty to ensure that the enrolled student is the student completing the coursework. See Best Practice Strategies for Promoting Academic Integrity in Online Education.

As pointed out above, in sections III.B.3 and 4, most courses include multiple writing assignments, including discussion board writing, so that students soon develop a recognizable writing identity to their instructors, any departures from which will alert the instructor to the possibility of inappropriate conduct. More important, carefully sequenced assignments encourage students to complete their own assignments, prompt feedback reinforces the desire to learn and improve, and minimize the occurrence of the kind of end-of-term panic that might lead a student to resort to plagiarism or “borrowed” work.

The Laulima course management system is secure, with access to course websites requiring students to enter their hawaii.edu usernames and passwords. When students submit written assignments, quizzes, and exams online, they must affirm that they have not received inappropriate assistance in completing the work. Course examinations are completed on Laulima within set time limits.

As pointed out in section III.B.3 above, the institution has clear guidelines and procedures addressing academic honesty and dishonesty: the student conduct code at http://www.uhh.hawaii.edu/studentaffairs/conduct/student_conduct.php applies to all students and contains a detailed description of academic honesty and procedures for students who violate that expectation. The faculty handbook provides guidance to the instructor.

UH Hilo’s Kilohana Academic Success Center offers Turnitin, with online training for faculty and students.

And finally, all program syllabi include a statement on academic honesty.

E. Physical Resources
1. Description of the physical resources provided to support the proposed program(s) and the impact of the proposed change on the physical resource capacity of the institution. This includes, but is not limited to, the physical learning environment -- classrooms, study spaces, student support areas.

Every professor and part-time instructor has office space, a computer, and fast internet access. UH Hilo offers 10 computer labs to students; students who take online courses, however, tend to have their own computers and home internet access. Aside from these, the program does not require additional physical resources.

F. Financial Resources

1.e Even though a complete online program is not being proposed, the Committee will expect a comprehensive budget that includes all program expenses to be included in the proposal.

1. Assessment of the financial viability and sustainability of the program including:

a. Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost). Costs for licensing, hardware, software, technical support, training for faculty and students, and instructional design should be included.

The attached spreadsheet summarizing actual revenues and costs for 2007-08 through 2010-11 and projecting forward through 2014-15 is based on the template required by the UH system for all new programs and programs requesting a change from provisional to established status. Totals are for Fall and Spring semesters and summers. The data for 2007-08 through 2010-2011 were compiled for the proposal by the UH Hilo Institutional Researcher; these are actual, not projected, figures. Figures for 2011-12 through 2014-2015 are extrapolated from these, using conservative assumptions as described in section IV.F.1.e below. They indicate that the program has been self-sustaining for at least the past four years, and we project that this trend will continue over the next three years.

Because online Communications courses are shared by all majors, as well as by students majoring in other fields and seeking upper-division courses to fill out the upper-division graduation requirement, the IR believes it is appropriate to show the costs and revenues of all online Communication courses. As explained in preceding sections, it would be impossible as well as meaningless to distinguish "online majors" from "face-to-face" majors.

The spreadsheet also includes online Communication courses offered in the summer because majors in large numbers enroll in these courses. Thus figures for 2010-2011 are lower than those for the preceding year because summer enrollments and tuition income had not yet been computed at the time the proposal is being submitted.

Laulima, instructional tech support, instructional and course design assistance, the services of the DL coordinator, computer, and internet costs are all absorbed by the university. Given that program enrollment is perennially at the maximum, that courses are offered in-load by full-time faculty, and that on-campus students are enrolled in the same courses as online students, it is reasonable to state that the program is sustainable for the foreseeable future.

b. Total cost of the program to students, including tuition and any special fees.

For 2011-2012, tuition (resident) is $2,280 per semester for a fulltime Hawaii student and $235 per credit for a part-time Hawaii student. Tuition is projected to increase modestly each year; a proposed tuition schedule for the next five years is presently the subject of a series of state-wide public hearings. UH Hilo student fees total $152 per semester for fulltime students who are Hawaii residents and $118.50 per semester for part-time resident students.

Communication majors follow many different paths to graduation. A part-time student who completes all 33 required credits through UH Hilo over the course of six semesters will pay, at the current rate for tuition and part-time fees, $7,755 in tuition and $711 in fees, or a total of $10, 366. A full-time student taking an average of 15 credits per semester (12 credits is fulltime) could finish the Communication major in three or four semesters, along with completing other upper-division courses, and pay $7296 or $9728 in tuition and fees.

A proposal to increase tuition in small increments over the coming years at the rate of $10/credit hour in 2012-13, $13/credit hour in 2013-14, and $19/credit hour in 2014-15; public hearings are being held at the time the proposal
is being submitted. These increases are figured into the projected cost-revenue table.

c. Financial impact of the change on the institution including evidence that the institution has the capacity to absorb start-up costs. If the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new program(s) is required.

As indicated in section (a) above, all start-up were, and all ongoing costs are being, absorbed by the university without detriment. The university has not incurred a deficit at any time in its history.

d. Statement of the minimum number of students per year necessary to make the program financially viable. The budget should reflect anticipated attrition and should include plans to respond to low enrollment.

As indicated above, online courses are fully integrated into the BA program in terms of faculty, students, and curriculum. As pointed out in section II, the Communication major count is among the highest at UH Hilo, and Communication courses are fully subscribed, with average upper-division course enrollment substantially higher than those of many degree programs and substantially higher than the UH Hilo average for upper-division courses.

e. Budget projection, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs. The budget should include all budgetary assumptions. (The attached budget template is provided as a model of the level of detail the Committee expects, but is not required. The template may be modified as appropriate.)

The attached cost-and-revenues spreadsheet provides actual figures for all online courses offered by the department for the past four years; these figures are the basis for projecting forward for the 2011-12 and the following three years. It should be noted that in the UH system, departments do not get tuition back; tuition goes into the General Fund and is apportioned back to campuses in accordance with various formulas.

Projections for 2011-12, 2012-2013, 2013-2014, and 2014-15 are conservative: they assume that student enrollments will remain stable at below 2009-2010 (which included summer as well as two semesters), and, consistent with the restriction on lecturers for upper-division courses, that no lecturers will be hired and only full-time faculty inload will be teaching larger courses. The current faculty union contract provides for a rollback July 31, 2011 to approximate 2009 salary levels following two years of a salary cut caused by the state’s economic crisis. In July 2013, faculty are scheduled to receive a 3% increase; in July 2014, another 3% increase; these adjustments are indicated in the spreadsheet. The next contract will set salaries for 2015 and henceforth.

The projection indicates that Communication courses will generate a higher level of revenues than costs for the foreseeable future.

---

**Attachments**

4.COM_Cost_Revenue_2007_2015_w_explan.pdf

**Section V: Teach-out**

**A. Teach-out**

1. Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed. Please see WASC's Policy on Teach-Out Plans and Teach-Out Agreements.

University of Hawai`i Board of Regents policy 5.1.g.3 provides that

> Provisional and established programs deemed out-of-date or nonproductive may be terminated by the President in consultation with the Board, following a stop-out of the program by the administration. Commitments to students already officially enrolled in such programs shall be met but no new program admissions shall take place.

Each campus is responsible for working out the details of enabling students to complete program requirements.
While it would be permissible for programs at different campuses in the system to collaborate in providing students with appropriate coursework, it would not be appropriate for such arrangements to require students to travel to an institution on another island or in another state.

It is unlikely in view of the consistent demand for online Communication courses that the university administration would request that the Communication program stop offering online courses. Should this occur, most students would be able to graduate by shifting to the on-campus Communication courses. This would, of course, pose a hardship to students with full-time jobs, family responsibilities, disabilities, or other situations that online coursework allows them to transcend. The Communication department would work with such students through such online courses as it is permitted to offer and through directed reading courses to ensure that they finish their requirements in a timely fashion,