MEMO

Date: November 9, 2020

To: Erika Lacro, Vice President for Community Colleges

Via: Charles Sasaki, Vice Chancellor for Academic Affairs, Windward Community College

From: Liberal Arts Associate of Arts Cross-Campus Discussion Working Group Division and Program Chairs from Hawai‘i Community College, Honolulu Community College, Kapiʻolani Community College, Kaua‘i Community College, Leeward Community College, Maui College, Windward Community College

Re: Response to University of Hawai‘i Community Colleges Organizational and Resource Planning Memo

CONTEXT
The COVID-19 pandemic has not only adversely impacted the UH-System budget, but also what and how we teach. As an integral part of our campuses and student success, the Liberal Arts faculty are committed to working together to improve the efficiency and cost-effectiveness of the Liberal Arts Associate of Arts program.

SUMMARY OF PROCESS
College administrators asked Jennifer Higa-King (Dean, HonCC) and Nāwa’a Napoleon (Dean, KapCC) to serve as facilitators. Given the large number of Liberal Arts faculty, the decision was to invite campus division and program chairs to participate as representatives. Our group met twice, on October 30 and November 6. At these meetings, we discussed objectives and timelines, data-reports, and shared campus strengths and challenges around the guiding questions suggested by UH-system. At the last meeting, we held a more focused discussion on low-enrolled courses. What follows is a set of recommendations and next steps. We created a Google drive to share meeting agenda and minutes, documents, data reports, and Zoom recordings within our group and with faculty.

RECOMMENDATIONS
1. Maintain a liberal arts degree program at each campus with the goal of scheduling low-enrolled courses more strategically, efficiently, and cost effectively.
The UHCCs mission centers on access, learning and teaching, workforce development, personal development, community development, and diversity. The Liberal Arts AA program embodies all these key points and is essential to UHCC successfully fulfilling its mission. The AA program provides our communities with open-door access to a quality postsecondary education, offers general education courses and pathways leading to transfer to 4-year colleges in a variety of disciplines and supports CTE programs by preparing students for the workforce (critical thinking, problem solving, teamwork, communication). Our courses support upskilling, personal development, and learning transferable professional skills. Each campus is closely connected to their local communities and serves a diverse and culturally rich population.

What follows are recommendations for working as a system and improving efficiency and effectiveness of the program on each campus.

2. **Use other metrics to gauge the efficiency and effectiveness of the program.**
The use of the number of low-enrolled courses as a metric (currently defined as <10 enrolled students) in reports like the ARPD does not accurately reflect the efficiency and health status of our program. We recommend the following next steps:

- Conduct an analysis of the percentage of low-enrolled and under-filled courses in the AA program across disciplines and campuses.
- Examine classes based on actual fill rate per maximums stipulated in Banner (not KSCM), using census data from the beginning of the semester, when decisions about running or cancelling classes must be made, rather than census data from 5 weeks into the semester.
- Program effectiveness and success should include placement of our students in the professional, career and technical workforce in addition to degree completion and transfer.

3. **Establish UHCC standardization for:**

- Extracting data to best gauge course demand, for historical trends and future projections.
  Measure headcount or fill-rate at the beginning of a semester or the last day of registration vs. at time of census.
- Using course fill-rate as a measure of efficiency.
  The group noted problems with using enrollment as a metric for canceling courses and streamlining. Using enrollment alone does not capture nuances such as type of course, course enrollment cap differences, available space and/or workstations.
- Determining max-enrollment for courses.
If fill-rate is used, an important step will be to standardize max-enrollment in courses using similar formats. Determine justifications. E.g., based on campus class limits, course format (e.g., LEC, LAB), course level (e.g., college-level vs. developmental), general education designation and topic (e.g., WI, languages), availability of necessary specialized equipment (e.g. science LAB courses, ART, CM, ICS).

- Setting criteria for canceling courses. Develop a procedure for exceptions to canceling an under-filled course.

4. **Hold cross-campus meetings to facilitate efficiency of course offerings**, including:
   - Coordination of course offerings and scheduling among CCs and 4-year campuses.
   - Cross-campus, discipline-level, discussions to coordinate and/or rotate low-enrolled/upper division courses.
   - Planning course offerings on a two- to three-year cycle, such as courses needed for students to complete a degree or certificate.
   - Discussion of bringing back the option of combining students seeking WI and non-WI credit into a section. The idea of combining has already seen success in areas combining performance levels (e.g., beginning, intermediate music or art) into a section.
   - Efficiently centralizing the process and planning for listing distance-delivered courses for all campuses at a one-stop distance education webpage.
   - Creating a UHCC Central Dashboard.
     A dashboard would show current enrollment, trends, and other data used in decision-making. The information can be used to facilitate the process of scheduling courses more efficiently across campuses.

5. **Cross-campus discussion of assigned/release time, faculty sharing, reduction of lecturer costs.**
   - Share types of assigned/release time across campuses to encourage equity.
   - Reduce lecturer costs by having underloaded faculty teach courses - at their home campuses or at a different campus - that were previously staffed by lecturers.
   - In cases where faculty are underloaded due to cancelation of low-enrolled or under-filled courses, examine the possibility of faculty sharing across campuses. Faculty from one campus can teach courses in-person or via distance learning technology on another campus that would normally be taught by a lecturer.
6. Cross-campus discipline discussion of online courses.
Offering courses online has become an increasingly prevalent part of the liberal arts program. Such courses provide the opportunity to minimize duplication of low-enrolled courses through consolidation of low-enrolled sections on multiple campuses. In other cases, online courses offer a method for meeting faculty workload requirements through faculty sharing.

Still, the online format is not suitable for all courses (e.g., labs), facilities, campuses, or student populations. We recommend further discussion of online course offerings in the areas of suitability, improving program efficiency, and demand.
APPENDIX: RESOURCES CONSULTED

Academic Programs - Cross Campus Groups for Phase I
Cross Campus Suggested Discussion Framework - Phase I
President’s Budget Policy Paper Framework 2021-23

University of Hawai‘i - Community Colleges Planning for Fiscal Year 2022 and Beyond
VPCC Memo
ARPD Program Analyses - by Alpha
ARPD Program Analyses - by Pathway
BOR, Resolution on Aug. 20, 2020

ARPD Data
UHCC_ARPD_Data 2020_20201017

UHCC Small Academic Programs
AY19 (Fall 2018-Spring 2019)

3-Year Trend of Degrees and Certificates (CA & CO)
By Campus Fall 2017-Summer 2020
By Program Fall 2017-Summer 2020

Low Enrolled Course Reports
Google sheets include link to UH IRAO site of Low Enrolled Reports
UHCC Low-Enrolled Courses - Fall 2020
UHCC Low-Enrolled Courses - AY20 (Fall 2019-Spring 2020)

Course Enrollment
UHCC_CourseEnrollments_AY19-20

Fill-Rates
UHCC Courses by Dept Fill-Rates and Enrollment AY19-20
UHCC CourseEnrollments_AY19-20 (includes details such as schedule type, prereqs)