2020
Campus Response Report
to the University of Hawai‘i Community Colleges
Organizational and Resource Planning
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University of Hawai‘i Community Colleges
Organizational and Resource Planning Document

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To:
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Introduction

On October 12, 2020, the University of Hawai‘i Community Colleges (UHCC) Organizational and Resource Planning document outlined ideas and considerations to address the impending budget shortfall for Fiscal Year 2022 and beyond. Tasked with reviewing and vetting the document to the campus community, Chancellor Carlos Peñaloza created a Campus Council Ad Hoc Committee that would assist in gathering campus feedback and creating an official response to the Vice President for Community College’s Office.

The Chancellor’s committee decided to organize the topics shared in the Organizational and Resource Planning document into three surveys (i.e., Consolidation of Operational Units and Personnel Changes, Campus Space Commercialization and Revenue Generation, and Instructional and Programmatic Considerations). Surveys were distributed on October 21, 2020 with feedback collected by October 28, 2020. Employees were encouraged to provide points of consideration, advantages and disadvantages of the proposal, implications, and what additional data or questions needed to be addressed. Survey results were collected, categorized, and summarized in a preliminary report that was then sent to potentially impacted units and individuals for a second review. Their feedback was requested to clarify points that were unclear or inaccurate, provide additional information that could help guide decision-making, and determine if any critical facts were missing in the report. The comprehensive draft report was then presented at the Campus Council meeting on Friday, November 6, 2020, for a third round of input. This report is the summative assessment of Leeward Community College’s feedback regarding the UHCC’s proposals for organizational and resource planning.
Consolidation of Operational Units
and Personnel Changes

Financial Aid Offices
Consolidation of the general application intake and awarding would provide students with a consistent student experience and allow academic counselors to better assist students with streamlined information. Consolidation could reduce compliance issues, minimize paper trails, and provide a streamlined digital accessible system.

However, general feedback supports campus-level face-to-face services to provide extra guidance for students and to handle campus-specific details. Centralization has the potential of creating another level of bureaucracy and campus offices may be less able to effectively serve students without assistance from the system office. This could inadvertently result in lengthening student response time.

Considerations for consolidation include the development of processes that centralize functions (e.g., one financial aid website for all campuses, consistency in policies, procedures, and processing times, application management), education/awareness workshops developed and presented at a system-level, a common schedule or calendar, and compliance checks.

Admissions Offices
Consolidation of the general application intake could simplify the process for students by providing a consistent student experience with uniform processing times for all campuses. For the Admissions Office, it can minimize paper trails and provide a more streamlined digital accessible system.

Similar to the centralization of the Financial Aid functions, the knowledge and competency of leadership at the system level in this area would be imperative. In addition, the roles of system-level and campus offices would need to be clearly defined and communicated to students.

Considerations for consolidation include concerns about efficiency, including minimizing wait times for incoming inquiries, access to the application portal for campuses to assist students, and whether a “home campus” designation makes it more difficult for students to register for courses at other campuses. The handling of varying admissions processes for campus specific programs, processes for VA certification and transcript evaluation, and the hand-off to individual campuses are also among the items in question. If consolidation includes eliminating positions, this cost savings may reduce face-to-face interaction. Overall, the main concern is how enrollment will be affected.

Other areas that could be centralized are transcript evaluations and merging credit with non-credit admissions. Campuses still need face-to-face services to provide extra guidance for their students and to handle transactions that are campus specific. To truly centralize would mean being a UHCC consolidated unit with no competing programs. This would prioritize overall enrollment for UHCC as a system rather than individual campuses.
**Institutional Research (IR)**

With understaffed campus IR offices and some campuses losing their IR positions altogether, there is greater urgency for collaboration. Concern was expressed on how the campuses can support one another during this difficult time, but not necessarily be centralized as that may not give campuses the local knowledge needed to provide meaningful IR services.

Functions identified as areas that could be centralized included data reporting, campus-specific and cross-campus data analyses, the purchase, use, and maintenance of a systemwide assessment management tool, and other functions that occur at all campuses such as CCSSE administration. It is recommended that system-level personnel be designated to serve assigned campuses so that knowledge of campus programs and culture can be established. A point of contact at the campus level should serve as liaison to the System, providing the necessary balance between systemwide consistency and customized campus service.

More discussion is needed, especially with end users, regarding the envisioning of what kind of IR structure will help them the most. Questions for consideration during deliberations focus on what IR services entail, how to use these services, and what is the intended relationship between System and campus.

**Human Resources (HR)**

Centralization of the Human Resources function at a system level could help with cost savings and cross-campus consistency in operations, policies, and procedures. However, there is overwhelming support to maintain campus-serving operations for the purpose of confidentiality with sensitive, campus-specific issues, accurate prioritization of campus needs, and timely responses to requests. Direct campus services are identified as being critical, especially for onboarding new employees.

Feedback on areas which could potentially be aligned with a centralized human resources function include benefits administration, payroll administration, and labor relations. It was also mentioned that this may be challenging since those functions are increasingly being delegated to the campuses. Another proposal was to develop a system-level, digitized lecturer screening process for MQs where records are housed at the System and could be accessed by campuses who intend to hire. Evidently, this idea has also been proposed and rejected in the past because it is generally believed that subject matter experts (SMEs) and the expertise of evaluating applications should lie with the campuses.

A key point of consideration regarding the centralization of the human resources function include whether the cost of moving personnel from campus to system will now be at the system level or will the campus employee be “on loan.” In addition, any consideration of centralizing or consolidating HR offices should be done after Academic Affairs completes their “movements” (i.e., consolidations, transfers, reorganizations), as this will then determine human resources staffing requirements.

**Fiscal Management Offices**

The centralization of fiscal management offices can increase accountability. Considerations for consolidation include how to manage prioritizing tasks and campuses, minimize wait times, develop and maintain personal connections within the campuses, manage the risk of micromanaging individual campus monies, and stop deductions for services.
Non-credit (OCEWD)
In recent campus discussions about Consolidation of Operational Units, the idea of centralizing non-credit operations across campuses and the elimination of low enrolled offerings were brought to the forefront. Centralization would inherently address the problem of low-enrolled offerings by avoiding duplication and it could improve the student experience by migrating non-credit registration into Banner to remove duplicate and separate registration systems and staffing.

However, there is also a risk of not meeting students’ needs and hindering Leeward’s Office of Continuing Education & Workforce Development’s (OCEWD) ability to quickly respond to community and local industry needs. OCEWD is consistently among the leaders in UHCC non-credit revenue and enrollment, and consolidation would negatively impact Leeward’s ability to reap the benefits of their work.

The few benefits of consolidation need to be weighed against the negative impacts it could have on Leeward’s non-credit office and, ultimately, the college. OCEWD is currently experiencing historic enrollment and revenue because of its ability to move quickly and adapt to the impacts of the coronavirus. The feedback from many indicated that this area should receive more support from campus and even begin integrating with the credit side of Leeward in several ways, including utilizing faculty and lecturers and serving as an incubator hub for experimental programming that can transition to credit programs (i.e. HIT and IIT).

Campus Space Commercialization and Revenue Generation

DOT/Rail
Since Leeward CC will host one of the rail stations, there may exist opportunities for revenue generation. This would be a lagging strategy, as the Rail is yet to open. Nonetheless, the campus provided the following potential opportunities for the College and University to consider.

- Charge rail riders to park on campus or lease one or more designated parking lots to HART/City and County for rail rider use. The college should consider whether the cost of operating (e.g., security, parking attendant) will exceed revenue generated.
- Provide an inviting rest stop with amenities near the rail station. Suggestions include making vending machines, food wagons, and coffee stations, which would be managed or leased by the college, available to the rail ridership. Leverage the space for a culinary-prepared bakery or takeout food. Utilize the space for marketing opportunities (e.g., advertising income, promotion of education). If any of these are to be considered, the college would need a business plan, facilities plan, and determine how much revenue can be generated.

Rent/Lease Campus Spaces
Leeward CC has several large spaces with technology and capacity for community and private use. With a likely surge in distance learning post-COVID, there may exist capacity not previously there to rent space and generate revenue.
Suggestions include leasing the Pearl, theater, kitchens or cafeteria for special community events. Big tent events, such as concerts, weddings, luau’s, religious services, film festivals, farmer markets, art shows, training events, and conferences, are also revenue opportunities.

Considerations should include access to Leeward by one narrow road as that is not ideal for events and public perceptions/concerns with the commercialization of the college. Events may also require a campus representative to be onsite and additional campus personnel (e.g., security, janitorial, maintenance, AV tech).

An on-campus farmers market has been attempted in recent years and failed. The college’s location and competition from other farmers markets in the area were the major challenges.

**Reposition non-credit to be completely self-supporting**

Non-credit provides critical training for workforce development. The office had been designed to serve almost exclusively in a self-supporting manner. It is possible that the unit reposition to self-fund an even greater part of their operations. Important to note that some of the campus’ feedback regarding OCEWD operations is already happening, and therefore considerations are for increased presence in these areas. Some considerations and concerns include the following.

- Decentralize and/or reorganize OCEWD. Strategic integration into existing campus systems or multi-campus units. Registration systems, course input and scheduling, student assessment, recruitment and enrollment management, marketing and promotion, IR data support, website management, annual reporting systems, building security systems and more.
- Integrate OCEWD program coordinators and programs with appropriate credit departments. Credit faculty from partner departments could occasionally teach short-term industry credentialing courses and custom training for Industry.
- Maintain some OCEWD staff to support program needs (e.g., student eligibility and intake needs, training setup, logistics). Identify strategies to shorten the time frame to employ casual hire instructors needed for rapid response training via OCEWD.
- Potential for increased revenue from OCEWD by promoting OCEWD to existing students, offering discounted classes for several years after they graduate, and adding culinary and automotive noncredit courses. Establish the Wahiawa Product Development Center as a Commercial Enterprise operation to manage lease agreements to private companies and manage facilities for a fee to Leeward.
- Workforce development needs are increasing, the cost of training is very high for the underemployed and unemployed. Programs are not eligible for financial aid and so seeking out federal, state, or private-sourced funding and contracts is critical. Complete removal of all support for OCEWD will drive tuition higher for programs that are not eligible for federal financial aid. A decentralized model has been attempted by others in the past, the college should reflect on what others have done before moving forward.

**More extramural opportunities**

Seek more grant funding to increase funding and support for areas of high impact: supporting underserved populations, student support services, tuition relief for students on the credit and noncredit side, seed funding for new programs, and support for aging infrastructure.
Develop a systematic or strategic grant acquisition plan. Train faculty and staff to write their own grants. It will benefit them professionally. Grants can pay for buy-out of teaching faculty’s time and hire a lecturer so they can put more focus on the grant project. Buy-out can be for the duration of the grant. Grants can hire Graduate Assistants (GA) to help the PI(s) with grant activities to take some load off of the PI.

Grant planning/writing, development, implementation, and reporting should not be one person’s job. The whole effort of seeking extramural funds is really an on-going, strategic planning/continuous improvement effort that lives within a program; with support from others who have grant experience. Program personnel need to understand that their kuleana is to build capacity and strategies that are worth funders’ investment. A program is where grants are won and lost.

Administrators, Division Chairs, and Unit Heads would benefit from increased grant development and management experiences. Practical knowledge among campus leaders and formulating teams across campus will be highly beneficial. Projects that the College will want to sustain (e.g., institutionalize) beyond the initial extramural funding should take priority. Any beneficial/effective strategy that “dies” after the grant is a wasted effort.

**Encourage entrepreneurial activities**

The college can consider additional vendors on campus, hosting events, and selling products. Create an entrepreneurial student club which attracts students from all divisions and to hold a business plan competition that would consist of both Leeward CC students and high school students competing as teams in the competition. Develop Leeward CC as the entrepreneurial capital for the Leeward and Central O’ahu communities.

Summer and off-hours "hobby shop" or entrepreneurial opportunities for automotive program graduates presents an opportunity for alumni to utilize Leeward facilities for start-up business purposes. Entrepreneurial activities will be encouraged as a low-impact startup by only requiring fees for facility use as needed, which is beneficial for a starting business that is not ready to commit to a long-term lease on an existing shop.

Current AMT partnerships with General Motors and Ford Motor Corporation are in place to serve as local training centers for dealership technicians. AMT facilities are also contracted to serve as a remote training facility for Servco Pacific (Toyota/Lexus). These partnerships provide revenue generation via facilities usage fees when training classes are operated, and also provide specialized tools and new vehicles for program use.

Use the Theatres to generate revenue and for fundraisers featuring student and alumni talent.

Pair OCEWD, Wahiawa Product Development Center, and Business Department with UH Innovation center for technology transfer and entrepreneurship.

Considerations include recognizing that most employees are not typically hired for entrepreneurial skills. Therefore, if revenue is generated, is it the college’s or would there be intellectual property issues? Other considerations are managing workloads and avoiding burnout. Some of these efforts may not result in a great deal of additional revenue.
Other Opportunities

Additional feedback was received, addressing possible opportunities for consideration, which were not a direct position on the Organizational and Resource Plan.

- Intentional marketing to increase enrollment and address workforce demand.
  - Leeward has a great Humanities program. Advertise the ASC in Performing Arts and Music.
  - Leeward has the only Business Technology program (secretarial science) program on the island now that Heald and Remington are closed.
- Have the faculty work with the community to build relationships for places the students can go to work/volunteer with.
- Increase number of non-credit to credit articulation agreements to provide credit onramp for the 3,000+ students served by OCEWD.
- Sell land by consolidating community colleges and revamping UH System structure - 100,000,000 land sale possible from the sale of any community college land and assets.
- System Reorganization and/or Closures
  - Do we need six different campuses with their own individual identities and staff? Reorganize UH into three divisions – UH, Community Colleges and State Colleges (UH Hilo and UWWO).
  - Close one CC campus, maybe two. Sell the buildings and land. Transfer students, faculty and staff to the other remaining colleges. Make appropriate curriculum reform. Let tenure be system-located rather than at individual colleges.
  - Considerations include: difficulty in making some of this happen, communities will not be served as effectively if locations are closed, legislative and community backlash and this would be a one-time cost savings.
- To reduce salary costs, incentivize 12-month sabbaticals at half pay through advertising, easier application and awarding, lower requirements, and reduce time required in between sabbaticals.
- UH System Tuition Increase
  - Could raise close to $16,000,000.00 with a $20.00 per SSH tuition increase based on an estimated delivery of 800,000 SSH per academic year.
  - A $20.00 per SSH tuition increase would add $2,000,000 to Leeward CC based on delivering 100,000 SSH per academic year. See Fall SSH results for the fall 2020.
  - This requires leadership from the UH System, likely community opposition and the BOR would need to approve.
- College Fees and Rates
  - Review charges and fees associated with copy machines and services offered by the Copy Center; set campus-wide pricing structure; increase user fees to cover costs as needed
  - Bank merchant fees are currently assessed to the college whenever an individual uses a debit or credit card to pay for services, like tuition and fees. The bank merchant fees for FY 2020 cost the college more than $112,000. Rather than have the college incur the bank merchant fees, charge the fees to individuals who use debit or credit cards. The surcharge imposed by the college would offset the cost of bank merchant fees.
  - Increase the student health fee to cover current and future costs. Presently, the college subsidizes student health services by tens of thousands of dollars each year
• Explore opportunities to divest UH Mānoa from managing and operating the Leeward Bookstore. Presently, all UH bookstores fall under UH Mānoa. The Leeward CC bookstore has historically been profitable for UH Mānoa and these profits are used to subsidize other UH campus bookstores that are not profitable.

Instructional and Programmatic Considerations

Online Offerings
Coordination of online offerings between UHCC campuses, along with modality variation, provides pathways for student success. Leeward CC will pursue opportunities to coordinate online offerings within the UHCC System to reduce the number of low-enrolled sections, achieve higher section fill rates, and reduce overload expenses. In an effort to improve student success and enrollment in online courses, Leeward CC recommends encouraging faculty to utilize the Leeward CC DE Guidelines in designing their online courses in an effort to improve quality and increase standardization of online course design. Professional development on the Leeward CC DE Guidelines will continue to be available to faculty. A few noted weaknesses include 1) low-enrolled sections taught in less desirable modality, and 2) standardized course design may reduce faculty ability to be creative and design courses that best fit the needs of the specific content areas.

General Education Offerings
Continue to offer general education courses because they serve an important function to developing well-rounded graduates with global perspectives and critical thinking skills. General education course offerings will be evaluated based on the course value and student enrollment.

Leeward CC recognizes the benefit of coordinating general education course offerings within the University of Hawaii Community College system to offer a wide variety of courses and minimize low-enrolled sections. Coordination of course offerings within the UHCC system will require more time and effort at each campus.

Courses not required in degree pathway
Many courses that are not specifically required in a degree pathway are liberal arts courses, which often will meet elective, general education, and diversification requirements within the Associate of Arts degree and many Associate of Science degrees. A robust liberal arts offering is essential for any higher education institution because it 1) enriches the educational experiences of students, 2) aid students’ understanding of people from different cultures, 3) helps students evaluate possible career paths, and 4) promotes critical thinking. Leeward CC recommends enrollment levels of these courses be considered in determining if a particular course will be eliminated. Elimination of low-enrolled courses may result in some cost savings even as those savings remain unclear.

Evaluate 11-month appointments
The conversion of 11-month to 9-month appointments generated extensive campus feedback and concern. It was generally supported that an evaluation of position eligibility would be warranted and
should be based on the continuous need for services provided. Conversion from 11-month to 9-month should only be made if the current workload is appropriate for a 9-month appointment. If the conversions are made when the workload exceeds a 9-month appointment, this needs to be appropriately addressed and communicated. Furthermore, changes from 11-month to 9-month appointments need to consider the impact of reduction on services on students, retention, matriculation, and enrollment counts.

Consideration to convert faculty in programs with special requirements and summer duties, such as Culinary and Automotive, require consultation with the affected programs. A change will adversely affect students in these programs and industry partnerships (i.e. Ford Asset Program).

Cost savings relative to budget shortfall is unknown. Changes in 11-month to 9-month appointments should only be made when the exact budget shortfall is known. Reduction in services without meaningful impact to budget shortfall is detrimental to students and the campus.

The following points should be considered when discussing the possibility of 11-month to 9-month appointment conversions.

- Those converted from 11-month to 9-month appointments should be exempt from furlough pay cuts.
- Allowing eligible 11-month employees the option to convert to 9-month appointments, rather than be mandated, is strongly supported.
- What happens during the conversion process (e.g. vacation accumulation payouts or added to years of service)?
- Will there be a possibility of creating a 10-month employee category that could allow for departmental continuity of services during off-duty periods, salary savings for the college, and a more manageable pay cut for those who opt to participate?
- Will there be an option to pay overload for weeks worked during off-duty periods (in lieu of the creation of a new 10-month category)? How is that determined and by whom?

Credit Program Duplication: AMT

Leeward CC’s AMT program’s partnerships and collaboration with industry partners provide direct employment to the job market and creates central training hubs for students. Partnerships with Toyota, GM, Ford, FCA/CAP, and Audi are revenue generating for the campus. The depth and breadth of industry partnerships makes Leeward's AMT program unique and therefore, consolidation is not recommended.

The Leeward CC AMT program directly serves the growing community and workforce needs in leeward O‘ahu. The current AMT Program is not able to keep up with the workforce needs of the industry. The growing population and continued high workforce demands of industry justify the need for an AMT program at Leeward CC.

Leeward offers a standard four-semester AMT program that is more cost effective for students, reduces time to graduation, and is preferred by industry representatives. Through existing articulation agreements with UH Maui College and Kaua‘i CC, Leeward CC students can seamlessly transfer to neighbor island programs without any wasted course credits.
The Leeward CC AMT program is physically situated in an ideal location to minimize commuting times with traffic. During normal traffic hours, there is less traffic congestion to Leeward CC from east Oʻahu than there is for those traveling from west Oʻahu to Honolulu. Leeward CC’s location is ideal for central and leeward communities. Additionally, free parking, rail station location, and bus transportation access make Leeward CC an ideal location for an AMT and all CTE programs.

Program consolidation will cause some students to face long commutes to different campuses. The reduced educational capacity will further exacerbate the industry’s workforce needs. Any AMT program consolidation will lead to increased need for additional operational funding to support any additional course sections, increased supply usage/replenishment, increased waste generation and disposal costs, increased tool and equipment replacement or repair costs, shop vehicle wear, and cost for repair and disposal at the consolidated campus.

A program consolidation will also require staffing increases to handle increased demand, as faculty and staff are needed for extended hours of operation. Furthermore, there are safety concerns with added use of shop and lab spaces; limited spaces; greater need for use of outdoor areas for shop activities with increased student needs; instructors’ abilities to supervise is stretched with the additional areas to monitor. In addition, the sharing of shop and lab space with multiple course sections (morning with afternoon or evening) will limit the efficiency of program function and student learning. Vehicles, stalls, and lab tables must be fully accessible at all times for student work. Leftover (disassembled and uncompleted) work must be removed and stored away for the next same day class. Afternoon or evening class must store away uncompleted work for the next morning class. Vehicles must be reassembled for next class’ students or pushed out of the shop area. Sharing of vehicles is not possible. Lab work must be put aside for next class’ students. Works in progress could be damaged or parts misplaced or lost. Result is lost instructional and student learning time for this daily total clean-up need.

In short, due to extensive industry partnership, growing Leeward Oahu community, and industry workforce needs, program consolidation is not recommended.

Credit Program Duplication: Business Technology

The Leeward Business Technology (BTEC) program enrollment is higher than many other small programs in the UHCC system; however, consolidation of BTEC programs is difficult since there is only one program on Oʻahu. BTEC programs are also at Hawaii CC and UHMC. Leeward CC has the largest BTEC program. Consolidation will minimize access to the program for students on different islands. ARPD Health Call Indicators are “Healthy” for Demand and Efficiency (BTEC, LeeCC, 2020). The consolidation of Leeward CC BTEC programs may save some funding at a UHCC campus, but the cost savings will be minimal. The total cost of the program and projected savings must be considered in determining if program consolidation is warranted. Reducing duplicate credit programs will cause some students to face long commutes to different campuses and/or eliminate access to programs.

BTEC has a UHCC System articulation agreement between BTEC programs to standardize core courses and detail course equivalencies. Faculty should further examine how to align more courses and program requirements in the BTEC articulation agreement.
Credit Program Duplication: Health

Improved access to articulated courses in the UH System will reduce low-enrolled courses at campuses. Program faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation.

Credit Program Duplication: Creative Media/Communication/Digital Arts/Media Programs

The Digital Media Program (DMED) currently has 191 majors (DMED, ARPD 2020), which makes it one of the larger CTE programs at Leeward CC. The high enrollment reflects the level of student interest and demand for the program. Kapiʻolani CC has a New Media arts program with 50 students and an average class size of 11. Leeward's DMED Program has 191 majors with an average class size of 17. It is recommended that Leeward CC keep programs with high enrollment.

UHWO has a new facility but lost several positions due to COVID-19. Leeward CC’s current DMED equipment and computers could be moved to UHWO in a program consolidation. A consolidation of DMED with UHWO will result in higher tuition costs for students and elimination of access to these courses at the community college.

The Leeward CC DMED program recognizes the opportunity to articulate courses with similar student learning outcomes and course alpha and number within the UHCC system. Articulating courses with the UHCC system has the possibility of improving time to graduation for students and a reduction of low-enrolled courses.

Strategic enrollment management for low-enrolled and facilities/technology intensive courses: Calculus

Discipline faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation. Discipline faculty should also coordinate calculus course offerings to provide higher level calculus courses (Calculus II, III, IV) to students in the UH System, perhaps on a rotating basis among the UHCC’s.

Strategic enrollment management for low-enrolled and facilities/technology intensive courses: Sciences

Program faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation. We should also coordinate calculus course offerings to provide higher level STEM courses to students in the UH System.

Strategic enrollment management for low-enrolled and facilities/technology intensive courses: CTE

Program faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation.

The determination of low enrollment (currently defined as less than 10 students) is not sufficiently nuanced to take into account the variety of factors influencing enrollment in a particular course. Course limits are subject to facility limitations, equipment limitations, and safety measures. For
example, CULN 223 has a cap of 12 students due to safety and facility limitations, an enrollment of 9 students (currently defined as low enrolled) is in actuality a 75% fill rate.

Creative Media Programs are examining duplicated courses that may be low enrolled in smaller programs. Students from across the system could enroll in those identified courses such as ART 112, offered online by Leeward CC.

Program facility consolidation

Although program facility consolidation would reduce the cost of specialized equipment by having it only at one campus, it will lead to students having longer commutes to different campuses and lower overall enrollment. Each campus serves a different community with different needs, goals, and socio-economic influences that determine how to best serve that community and meet industry needs.

Faculty should consider sharing facilities to offer specialized courses with high equipment costs, but there will be no cost saving for equipment and facilities that are already in place and maintained. It is also important to evaluate the required physical space and facilities at a campus and assess the feasibility of increased classes, scheduling, and student safety.

Low-enrolled, low workforce needs programs

The UHCC system has the ARPD process in place to evaluate programs, which includes workforce demands relative to enrollment and graduation; therefore, low-enrolled programs are being evaluated in relation to workforce needs. Leeward CC recognizes that the UH system should consider revisions to the process in which perceived low-enrolled and low-workforce need programs are evaluated.

Possible academic program considerations: Television Production

TV Production consistently appears on the small program list. As a result, Leeward CC has explored the possible merger of TV Production with Video Track of Digital Media. The cost savings of a program merger is unknown. Leeward CC recommends that program faculty be consulted and included in the discussion of any possible program mergers.
Report Summary

Leeward Community College’s campus feedback recognizes that there may be merit to the centralization of certain functions in Financial Aid, Admissions, Institutional Research, Human Resources, and Fiscal Management. However, in all instances, system-level designees and campus points of contact would be necessary to ensure a balance between consistent system policy and procedural management and customized campus-specific supports. Leeward feedback does not support the consolidation of non-credit units at this time as the campus’ OCEWD division successfully serves the needs of the community and industry and the exploration of strengthening partnerships with the credit side of the college is encouraged.

Several potential revenue streams have been suggested in connection with the Rail (e.g., parking charges, rest stop amenities), renting and leasing campus spaces (e.g., the Pearl, theater, kitchens, grounds), and enhancing Leeward’s OCEWD (non-credit) by strategically partnering and marketing with Leeward’s credit programs. Developing a systematic, strategic grant acquisition plan, including training and incentivizing faculty and staff grant writing activities, would provide both individual and collective benefits. Lastly, multiple entrepreneurial activities (e.g. summer or off-hours automotive “hobby shop” for alumni) and other revenue-generating (e.g., tuition and fee increases) and cost-saving opportunities (e.g. incentivizing 12-month, half-pay sabbaticals) were presented; all of which would require further feasibility studies.

For instructional and programmatic changes, Leeward is supportive of coordinated online and general education offerings within the UHCC system to reduce the number of low-enrolled sections and reduce overload expenses. Elective courses play a significant role in a robust liberal arts education, however, enrollment levels of these courses should be considered when determining discontinuation.

Program consolidations to address credit program duplications are not recommended for Leeward’s Automotive Technology (AMT), Business Technology (BTEC), and Digital Media Program (DMED) due to healthy program indicators, enrollments, graduation rates, and established industry partnerships. A common theme that emerged was the support of articulating courses throughout the UH System with similar SLO and course alpha and numbers in order to improve student access to courses needed for graduation and provide consistency in learner outcomes and experiences. Rather than facility consolidation, it was suggested that faculty consider sharing facilities to offer specialized courses with high equipment costs, although this would not produce substantial cost savings. Low-enrolled indicators need to be examined in context to the course before cancellations. For example, Leeward’s CULN 223 must have a cap of 12 students due to safety requirements and therefore should not be canceled; whereas low-enrolled ART 112 courses across the system could direct students to an online ART 112 offering at another campus. Low-enrolled programs are evaluated by workforce needs and Leeward recognizes that the UH System should consider revisions to the ARPD process to effectively address this.

Lastly, the conversion of 11 to 9-month faculty was a topic that generated much discussion and concern at the Leeward campus. Although it was generally supported that an evaluation of eligibility would be warranted to determine which positions could be converted based on the impacts on student services and employee supports, considerations such as the cost savings to reduction in services must be made prior to any action. Furthermore, it was strongly stated that any 11 to 9-month conversions should be voluntary, exempt from additional furlough pay cuts, and clearly stated
as a temporary or permanent term when presented to eligible faculty. Suggestions for the creation of a 10-month category, rolling duty periods, or summer overloads for those who convert to 9-month appointments were also mentioned.

Overall, Leeward is a willing partner in the upcoming organizational and planning process for the UHCC system. The campus’ strengths lie in its successful programming, potential for additional revenue-generating activities, and student-focused services. However, Leeward’s greatest asset is its people. This report confirms that Leeward’s campus community understands the gravity of the current fiscal situation and is willing to make reasonable adjustments; however, Leeward is not in support of eliminating successful programs and positions that currently contribute to our campus’ success.