

Leeward Community College



2021

Campus Response Report

to the University of Hawai'i Community Colleges
Organizational and Resource Planning

Next Steps on Proposed Actions - Plan #3



UNIVERSITY of HAWAII™
LEeward
COMMUNITY COLLEGE

**Campus Response Report to the
University of Hawai'i Community Colleges
Organizational & Resource Planning Document
Next Steps on Proposed Actions - Plan #3**

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To:
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March 12, 2021

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INTRODUCTION

On January 26, 2021, the University of Hawai'i Community Colleges (UHCC) disseminated the Organizational and Resource Planning - [Next Steps on Proposed Actions Plan #3 document](#), outlining ideas and considerations to address the impending budget shortfall for Fiscal Year 2022 and beyond.

Chancellor Carlos Peñaloza created a Campus Council Ad Hoc Committee that would assist in gathering campus feedback and creating an official response to the Office of the Vice President for Community Colleges.

To gather feedback from the campus, Division Chairs and Unit Heads engaged with members of the units, disciplines, or programs mentioned in the UHCC report. Feedback was developed in partnership with the respective Administrative Team member and forwarded to the Campus Council Ad Hoc Committee. Templates were created to submit feedback on each area that was directly or indirectly addressed in the UHCC Memo for FY22 and beyond. (See these templates for [Academic Programs](#) and [Operational Units](#).)

In addition, the UHCC-wide workgroups for some areas have been meeting and also contributed to the feedback collected by the Campus Council Ad Hoc Committee.

To keep the campus response succinct, common feedback was consolidated, with some unique feedback presented by the impacted units, disciplines and programs. Original response documents are presented in the appendices in order to maintain the integrity of the comments.

Feedback was optional, as some areas are already engaging in cross-campus discussions with the intent to submit separate formal memos to the UHCC system.

This comprehensive draft report was then presented at the Campus Council meeting on Friday, March 12th, 2021, for another round of feedback. This report is the summative assessment of Leeward Community College's response regarding the UHCC's proposals for organizational and resource planning.

ACADEMIC PROGRAMS

Here are some common concerns that are shared by many programs and disciplines.

Hiring Full-time Faculty

For academic programs, the main concern shared among all programs is the difficulty of maintaining quality education without full-time faculty. Because many vacant faculty positions have been eliminated by the Legislature and because of the hiring freeze, we cannot maintain quality education for the long-term. Not allowing Leeward CC to hire full-time faculty hinders our programs and creates a lack of stability. Maintaining quality education begins with hiring quality full-time faculty.

Support for Lecturers

In this environment, lecturers are a vital part of our ability to deliver educational outcomes our academic mission demands. Some lecturers bring to the college expertise that no full-time faculty possess and others meet demand beyond the capacity of full-time faculty. The college continues to control lecturer costs by canceling low-enrolled courses and reassigning full-time faculty to replace lecturers when the full-time faculty have low-enrolled courses.

Collaborating Across Campuses for Scheduling

Unpredictable enrollment patterns across disciplines and restricted hiring practices combine to create an imbalance between available instructors and student needs and student demand. As a result, one campus may have a shortage of faculty in some areas while another campus may have underload faculty in the same discipline. It makes sense to collaborate across campuses to see how these imbalances can be corrected. Our discussions indicate a certain degree of faculty sharing might help improve situations like this; however, practices like the “Hub and Spoke” do not fit well with discipline collaboration on curricular, scheduling, and position location. Even faculty sharing needs to be carefully deliberated with input from various constituencies including the faculty senates, disciplines, and the faculty union. The goal here is to make deliberate and well-informed decisions that are not disruptive or hostile to faculty choice and our students’ educational needs.

Low-enrolled Classes

In terms of responses to previous situations of low-enrolled classes, the Leeward CC Divisions have done the following:

- Offered classes less frequently (e.g., every fall rather than every semester).
- Hidden sections assigned to lecturers until FT faculty’s sections have filled.
- Cross-listed, blended, and condensed courses.
- Deleted courses.
- Created assigned time projects for FT faculty whose low-enrolled classes have been cancelled.
- Contacted Division Chairs at other UHCC campuses to coordinate low-enrolled classes.

Course Enrollment Limits

Increasing maximum enrollment for courses will lower the instructional quality of our classes. Coordination among campuses for offering classes is a better solution. We also have a physical limit to our classrooms. Before the COVID-19 pandemic, there was a shortage of Leeward CC classroom space from 9am-1:15pm. Furthermore, labs and other hands-on classes are limited in the number of students we can teach at one time safely.

Request for New STAR Functionality

New STAR functionality to show students online classes available at other campuses would be a great help to students trying to complete degrees that have online courses at sister campuses.

CAREER AND TECHNICAL EDUCATION PROGRAMS

Business Programs

Proposed Actions & Next Steps

- *Campuses should consolidate programs into a single business degree across campuses with shared core classes and multiple concentrations.*
- *Business programs should be offered using a hub and spoke model (for concentrations)*
- *OVPCC will coordinate a forum with industry representatives as part of the next round of facilitated work group meetings.*

Accounting Program

Due to the significant curriculum difference with other business majors, the Accounting faculty feel that the Accounting major should not be merged into a general business program. Including accounting as a concentration in a general business degree will reduce the rigor and scope and have a direct negative impact on our graduates' abilities to meet workforce needs.

Business Degree

A consortium program (shared courses with collaborative scheduling among campuses) model works best for Business programs because it allows each campus to identify the needs of the unique communities they serve, without the restrictions of a hub-and-spoke model. Degree alignment with shared core classes with varying concentrations by campus is possible. Many Business courses are already articulated within the UH System.

OVPCC Industry Forum

Business faculty should have input on "industry representatives for the next round of facilitated work group meetings to ensure that the communities and businesses we serve are properly represented.

Digital Media and Television Production

Proposed Actions & Next Steps

- *Campuses need to streamline credentials / concentrations to align with priority workforce needs; currently UHCC offer 10 AS degrees, 21 certificates, 4 specializations, 2 ASCs.*

- *Program should move to a hub-and-spoke model with a reduced number of campuses offering the program and different campuses offering different concentrations.*

Streamlining of Credentials

Effective Fall 2021, Leeward CC will reduce specializations in the Associate in Digital Media from four to three. Additionally, there is justification for consolidation of the Digital Media and TV Production programs given the smaller number of majors and projected new and replacement positions in TV production.

Organizational Model

A consortium program (shared courses with collaborative scheduling among campuses) model works best for Digital Media and TV Production programs because it allows each campus to meet the needs of their own industry partnership and unique community.

Information and Computer Science

Proposed Actions & Next Steps

- *Programs should be offered at select campuses based on campus' strengths and industry needs.*
- *As Centers of Excellence, HonCC, LeeCC and MauC are candidates to be the lead campus(es).*
- *Programs need to align alphas and coursework.*
- *OVPCC will coordinate a forum with industry representatives as part of the next round of work group meetings to respond to recommendations and develop a strategic approach - across UHCC - to respond to industry needs.*

Campus Strengths

Through the ASNS degree concentration in ICT, the ICS Program offers six courses that articulate with UH Mānoa's ICS Program. Of the UHCCs, Leeward is the largest source of transfer students to UH Mānoa's ICS Program. Students in the ICS AS degree program also transfer to UHWO's Bachelor of Applied Science with a concentration in Information Security and Assurance (BAS-ISA) degree program through our articulation agreement with UHWO.

Among the UHCCs offering ICS/IT programs, Leeward awards more degrees and certificates than all other institutions combined, has the highest fill rates, the most transfer students and the largest number of distance education courses. The unique structure of the Leeward program facilitates course and program completion without duplication of courses for transfer students. Current specializations include Software Developer, Network Support, and Security Support. Cloud Support is being added in Fall 2021. There are plans to add Data Analytics in Fall 2022. Details of the ICS Program ARPD can be found in the appendices.

Meeting Industry Needs

The ICS Program offers courses to help students prepare for these industry certifications: A+, Networks+. Security +, CCNA, CEH, and Linux+. The ICS Program is working with the

Pathways to Credentials initiative which will allow more industry feedback on the program through the Business & Industry Leadership Team (BILT) process.

Center of Academic Excellence

On August 28, 2018, Leeward CC received notification that it is officially designated as a National Center of Academic Excellence in Cyber Defense Education Two-Year (CAE2Y). This program recognizes collegiate institutions which have met their standards of excellence in Cyber Defense education.

Alignment Revisited

There is currently an ICS-IT Articulation Agreement 2017 that needs to be revisited and updated (i.e., review the various ICS/ITS/CENT/ETRO/CSNT alphas), course titles, credits, schedule types, potential designations, certificates and degrees for consistency and better alignment.

Sustainable Agriculture (formerly Plant Biology and Tropical Agriculture)

Proposed Actions & Next Steps

- *UHCC programs need to be aligned strategically with economic and workforce development needs.*
- *Faculty need to evaluate whether agriculture education has two pathways: one for preparation for agriculture jobs directly out of CCs (either certificate or associates level) and one for transfer to bachelors which may be best served by an ASNS concentration.*
- *Faculty need to align alphas and courses.*
- *Campuses should coordinate for efficient scheduling.*

Alignment with Workforce Needs

Each community college program works closely with their agricultural communities to develop programs and projects that support their specific communities. At Leeward CC, the focus is the development of basic agricultural and botanical skills that can be used by students to gain employment in the agricultural and conservation fields. Teaching Native Garden and crop production fields are used for hands-on skill building in research, management and production. The use of native plants and other agricultural crops in landscape and propagation along with hands-on skill building allows this program to serve the green industry.

Pathways

The Sustainable Agriculture Program prepares students for an agriculture job with the AS, ASC, CA, and CO degrees and certificates. There is also a Certificate of Competence, Aquaponics Technician. With an AS in Sustainable Agriculture (formerly Plant Biology and Tropical Agriculture), students can transfer to Sustainable Community Food Systems (SCFS) program at UHWO. Leeward welcomes any collaborations that result in strong articulation agreements.

Alignment of Courses

The UHCC Agriculture group has worked on the alignment of alphas and courses. Please see the Agriculture Programs Work Group Report in the Appendices for more information.

Scheduling

Most of the agriculture classes are hands-on and so most scheduling is done at the home campus. The UHCC agriculture programs have unique characteristics, so only a few core classes are offered at multiple campuses. When appropriate, coordinated scheduling with other campuses occurs.

AA - LIBERAL ARTS

Proposed Actions & Next Steps

- *VC Academic Affairs, Deans and Division/Department Chairs will collaborate in scheduling and seek to reduce the number of sections taught by lecturers.*
- *Campuses should coordinate scheduling to reduce the frequency of the same low-enrolled online classes being offered on multiple campuses.*
- *Work groups will identify policies, procedures, tools and reports to support sharing of classes, more efficient scheduling of classes, better student access to classes that allow students to make academic progress, such as:*
 - *Multi-year schedules of courses by program;*
 - *Coordination of class schedules among campuses (to facilitate sharing of classes or students being able to cross-register, centralized planning and listing of distance delivered courses, etc.);*
 - *Enhanced course enrollment dashboard which provides clear enrollment information across all UHCC including enrollment trends and current course availability;*
 - *New STAR functionality to show students online classes available at other campuses; and*
 - *Policy or procedure to allow faculty to be assigned classes at other campuses in lieu of lecturers.*
- *Campuses will review and consider elimination of disciplines/alphas which are consistently low enrolled.*

These have been addressed in previous sections of this document.

AA - HAWAIIAN STUDIES

Proposed Actions & Next Steps

- *UHCC affirm the significance of Hawaiian Studies as foundational for UH as Hawaiian Place of Learning particularly through general education.*
- *Work group should follow through on opportunities to align, streamline, and collaborate on scheduling as with the AA Liberal Arts group (above).*
- *Faculty should develop articulation agreements to recognize electives across campuses.*
- *Specialized classes should be offered online to enhance access and enrollment.*

Workgroup Meetings

The AA in Hawaiian Studies Coordinators' Group met in October and December 2020 to discuss opportunities to align, streamline, and collaborate on scheduling.

Articulation Agreements

The AA in Hawaiian Studies Coordinators' Group is drafting articulation agreements. One that (1) recognizes electives across community college campuses, and (2) that would create a 2+2 articulation agreement with UH Mānoa.

AS - NATURAL SCIENCES

Proposed Actions & Next Steps

- *ASNS concentrations should be offered based on the hub-and-spoke model.*
- *Campuses should evaluate the relative strength and weakness of their current concentrations and determine the viability of each concentration*
- *Campuses should consider coordinated multi-year course schedules, particularly for concentrations, to be offered across the UHCC.*

Hub-and-Spoke Model Issues

At the Natural Science cross-campus discussion meeting on March 3rd, 2021, each UHCC said that they want to keep their own ASNS program and follow the "Collaborative Scheduling" mode. The ASNS program should not be offered based on the hub-and-spoke model. all UHCC campuses agreed that we want to keep the ASNS program at each campus. In addition, Leeward CC has the following questions and issues with this model.

- What are the deciding factors for the hub-and-spoke campuses?
- What are the guidelines for the hub-and-spoke model?
- Can Leeward CC be a hub? If so, can we handle more ASNS students?
- Will we need more faculty/lecturers/classrooms?
- If we are not a Hub campus, what will happen to our program? What will we lose?
- How will funding be distributed between hub-and-spoke campuses?
- What happens if we do not want to participate in the hub-and-spoke model? Do we have a choice? Will funding be cut?
- What will happen if a campus/program doesn't want to participate in the hub-and-spoke model? Is there a choice? Will funding be cut?

Four Strong Concentrations

Below are the enrollment numbers for the ASNS concentrations. All concentrations have healthy enrollments, despite the pandemic. It would not make sense to combine, consolidate, or revise.

ASNS Concentration	2019-2020	2020-2021
Biological Sciences	214	180
Information and Communication Technology (ICT)	68	68
Engineering	192	194
Physical Sciences	31	45

Coordination with Other UHCC Campuses

The Leeward Math and Science Division Chair and Program/Discipline Coordinators are currently contacting their counterparts at other UHCC campuses to coordinate low-enrolled classes. For example, Leeward and Kapiolani have agreed to alternate offering an asynchronous, online CE 271 (i.e., KapCC in fall, LeeCC in spring) for students.

OFFICE OF CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT

Proposed Actions & Next Steps

- *Administration of non-credit programs will be centralized to provide a consistent and aligned approach to continuing education for workforce development. Campuses will continue to deliver the education and training. Centralization piloted in AY 2021-22.*
- *Campuses will coordinate planning and implementation of workforce development to achieve economies of scale and meet industry needs, employing technology for flexible delivery (e.g., online).*
- *Campuses will integrate campus-based non-credit planning and support with academic programs to leverage academic strengths and to advance students' transition from non-credit and credit classes and programs.*
- *By 2022, campuses will have limited general-funded campus personnel, focused on program logistics and innovation and/or formal apprenticeships for priority areas.*
- *Each campuses' continuing education program will develop a business plan.*
- *Work group will propose a strategic plan for continuing education including common expectations regarding the objectives of continuing education and resources to support continuing education programs*

Centralization Concern

Leeward's OCEWD unit is concerned with centralizing the administration of Continuing Education while campuses reduce general fund support to minimum levels. These actions hinder the ability to remain a rapid response workforce trainer for Hawaii's unemployed community. OCEWD recommends adopting a similar approach proposed for credit service units. Campus serving operations will be maintained, however, centralization can ensure process efficiency and consistency based on streamlined policies and practices.

Recommended Functions to be Centralized

- Marketing and public relations activities.
- Destiny Registration System administration, training, support, contracts.
- Workforce website development, guides, templates, designs and branding support.
- UHCC-wide grant and initiative management, reporting, organizing, etc.
- Institutional research for data, annual reporting, and program outcomes.
- HR, Business, Procurement policy scans and reviews to enhance CEs ability to function as the rapid response to economic crisis or immediate industry training needs.
- Coordination of UHCC workforce training strategies aligned with Hawai'i Workforce Development Council, County Workforce Boards, and the Governor's Economic Development Plan.
- Expansion of Board-recognized and approved non-credit certificates.
- Coordination of articulation agreements with credit programs.
- Career pathways and apprenticeships.

Recommended Functions to Remain Campus-Based

- Program development and administration meeting regional and community needs.
- Student registrations and records/Enrollment management and customer service functions.
- Website design and management.
- Fiscal support / invoicing / collections.
- Local MOAs, contract training, community agency partnerships.
- Recruitment and program promotion.

ADMISSIONS

Proposed Actions & Next Steps

- *Admissions processing will be handled centrally. The scope of centralization would be phased in over time.*
- *Each campus would maintain limited staffing to assist students with in-person support through the admissions process, including responding to in-person student questions and concerns.*
- *Central office will manage online resources and remote support for the application and admittance process.*
- *Identify additional functions for centralization (e.g., collection of health records required for attendance, transcript evaluation for transfer).*

Recommended Functions to be Centralized

Leeward Admissions recognizes the opportunities with centralization that include having a uniform application and turnaround time, along with centralization of record keeping of health clearances for all campuses. With application intake centralized, campuses can focus on onboarding to improve admission yield rates. The following are recommended for centralization.

- Application Intake and initial review.
 - Data discrepancy corrections.
 - Updating majors for select programs.
 - Eventual centralization of application through acceptance process and campuses only handle program-specific requirements and onboarding.
 - Coordinate special application initiatives or processing for target groups.
- Residency determination and documentation.
- Health Clearance information updates and holds.
- Pre-acceptance application customer service.

Recommended Functions to Remain Campus-Based

The concern with centralization is the lack of campus autonomy and possible confusion by future applicants on who to contact. One of the main concerns is the potential loss of staff to a central office that may leave campuses without enough remaining staff to be able to effectively work on onboarding and enrollment efforts. The following are recommended functions to remain on campus.

- Complete final acceptance of applications.
- Handle onboarding process, outreach, and registration assistance.

- Process change of home institution and change of major requests.
- Handle residency appeals.

STUDENT AND ACADEMIC SUPPORT SERVICES

Proposed Actions & Next Steps

- *Campuses will evaluate job descriptions and workloads of positions to Support Services determine where workload is appropriate for 9-month vs 11-month assignments.*
- *Campuses will align counseling staffing based on 350:1 student to counselor benchmark.*

Workload Capacity (9 month vs. 11 month)

After careful evaluation of the Counseling Unit's positions, summer workload requirements, and increase in intensive enrollment and retention efforts, it has been determined that the current 11-month positions are appropriate.

The Counseling Unit consists of 20 positions (ie., three 9-month and seventeen 11 month). Of these, 1.0 FTE is on loan to UHCC and 1.0 FTE is dedicated to supporting technologies that include STAR. The Unit anticipates 3-4 retirements within 1-3 years. Given the reassigned time, Leeward's counseling to student ratio is 357:1. In addition, during the summer months, counseling has an increased number of new student appointments as all incoming students require mandatory advising appointments. Summer is also the peak registration period for continuing students. The demand for summer appointments is high.

APPENDICES

[Organizational and Resource Plan 3](#)

**UHCC Organization and Resource Plan
Campus Feedback Template
Academic Programs
AA - Liberal Arts**

The UHCC System is looking to assess academic offerings at the campus level and via cross-campus work groups of related programs, as well as to take academic actions as appropriate. This exercise will be an opportunity for programs and departments to provide feedback on the direction of these conversations at both the campus and system levels.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14). Please identify your program and convener below:

Campus:	Leeward Community College
Academic Program Name:	AA Liberal Arts
Convener:	Division Chairs
Date(s) Convened:	Feb 12, 2021 (M&S Division meeting), Feb. 9-22 (SS Division google docs, ED and HSER's report submitted separately) , Feb. 9-20 (LA Division Google Docs)

As you go through this exercise, we encourage work groups to keep the following in mind:

- Keep an open mind
- Please do not feel the need to fill out every section

The Goal of Assessing Academic Offerings. As you guide your work groups through this exercise, keep in mind the goals framing these conversations:

- Decrease duplication of programs and course offerings across campuses
- Coordinating course scheduling across campuses
- Expanding access to programmatic offerings

Points of Discussion. Work Groups will provide feedback on the following aspects listed below. *(Navigation: Click a link to move to the respective section. Each page will have a link in the footer which will return you to this main menu.)*

- [Program Reorganization Models](#)
- [Alignment of Curriculum and Sharing of Course Offering Across Campuses](#)
- [Questions](#)

SECTION 1: Program Reorganization Models. When programs are low enrolled and/or duplicated or similar across campuses, faculty and administrators should plan for reorganization using one of the following models:

- *Program offered by one campus with remote or hybrid delivery at other campuses:* One campus offers a program for students at other campuses. At other campus sites, the program is primarily online though there may be in-person offerings at other campuses.
- *“Hub and Spoke:”* A “hub” campus offers a program (or specialization at their own campus as well as on-campus at other campuses). A program may have more than one hub. Hub campus(es) will offer the academic program, and program instructors will be associated with the hub campus. Students at the “spoke” campus(es) would have the opportunity to participate in the program face-to-face.
- *Consortium Program:* One campus is the lead campus and multiple campuses contribute courses through coordinated scheduling.

Complete the table below to identify the most desirable model for the program(s). Indicate any comments or concerns your department might have regarding these proposed models as they apply to the program(s).

Model	Rank Order Comments / Considerations / Concerns regarding the model (Rank each option in order of desirability as it applies to your program, with 1 being the most desirable option and 3 being the least)
Program offered by one campus with remote or hybrid delivery at other campuses	
“Hub and Spoke”	
Consortium Program	

SECTION 2: Alignment of Curriculum and Sharing of Course Offering Across Campuses. Coordination of academic plans and schedules across campuses, as well as alignment of courses, will enable students to make academic progress and reduce reliance on lecturers and faculty overload. Work groups’ proposed actions for curriculum alignment, sharing of course

offerings, and critical review of small classes should proceed.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14)

<p>Report on Progress and Plans</p> <p>In the space below, please describe in detail the progress your work group has made towards alignment, and what your forthcoming plans entail. You may indicate recommendation in the spaces at the bottom of the table based on</p>	
Considerations	Recommendations

Data This semester (spring 2021), the M&S Division has 37 Full-time Faculty and 35 Lecturers teaching at the Pu‘uloa (Pearl City) campus. 33 Full-time Faculty teach around 15 TEs, and 4 Full-time Faculty teach 1-2 classes semester, as they are from other Divisions/Units or have administrative duties. 18 Lecturers teach 9 TEs or above, and 17 Lecturers teach below 9 TEs.

In spring 2021, the SS Division has 20 FT faculty and 35 lecturers. Out of that total, we have 2 programs: Education Program or TEP with 5 FT faculty and 20 lecturers and HSER program with 1 FT faculty and 3 lecturers. The remaining 14 FT faculty and 12 lecturers teach in 10 disciplines. Of the 10 disciplines, 2 disciplines SW and HDFS are taught completely by lecturers.

In Spring 2021, the LA Division has 31 FT faculty and 16 lecturers. These instructors teach in 11 disciplines: Communication, English, English as a Second Language (including the English Language Institute), Filipino, French, Hawaiian, Japanese, Korean, Linguistics, Spanish, and Speech. Filipino, French, and Korean are taught completely by lecturers.

Policies

Procedures

Other	<p>It's difficult to maintain quality education without full-time faculty. Because many faculty positions have been swept by the Legislature and because of the hiring freeze, we cannot maintain quality education for the long term. Not letting us hire full-time faculty, hinders our programs and creates a lack of stability. It all comes back to hiring full-time faculty.</p> <p>One UHCC suggestion was "Policy or procedure to allow faculty to be assigned classes at other campuses in lieu of lecturers." However, several Program/Discipline Coordinators have expressed concern about the quality of instruction when hiring full time faculty from other campuses. Offering high-demand online courses at that faculty's campus is a better solution.</p> <p>Another UHCC suggestion was "Campuses will consider increasing maximum enrollment for courses." This will lower the instructional quality of our classes. Coordination among campuses for offering classes is a better solution. We also have a physical limit to our classrooms. Before COVID, there was a shortage of classroom space from 9am-1:15pm. Labs are also limited in the number of students we can teach at one time safely.</p> <p>We would like a UHCC system-wide policy that is fair to all campuses for canceling low enrolled classes. The SS faculty agree with a fair and transparent policy for canceling low enrolled classes.</p> <p>The SS faculty echo M&S's concern on the quality of instruction when hiring FT faculty from other campuses in lieu of lecturers. The underloaded FT faculty from other campuses are under enrolled for a reason which is due to the quality of their teaching. Why transfer problems from one campus to another? With Rate My Professor, students will drop out of the courses even if the faculty moves campus. SS faculty also support M&S' suggestion to offer "high-demand online courses at that faculty's campus is a better solution."</p> <p>Another UHCC suggestion: "Work groups will identify policies, procedures, tools and reports to support sharing of classes,</p>
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	<p>more efficient scheduling of classes, better student access to classes that allow students to make academic progress.” Thoughtful discussions are needed to create the work group’s membership. A concern is larger disciplines not having a voice or ability to state problems. For example, some social</p>
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	<p>science disciplines are the largest in the UHCC system in terms of course offerings: Anthropology, Economics, Geography, Political Science, and Sociology. These discipline coordinators need their voices heard.</p> <p>The LA Division also agrees on a fair and transparent policy regarding cancellation of low-enrolled classes. In terms of responses to previous situations of low-enrolled classes, the LA disciplines have done the following:</p> <ul style="list-style-type: none">• Offered classes less frequently (e.g., every fall rather than every semester)• Hidden sections assigned to lecturers until FT faculty’s sections have filled• Cross-listed, blended, and condensed courses• Deleted courses• Created assigned time projects for FT faculty whose low-enrolled classes have been cancelled <p>The final item within the previous list points to and underscores the concern already raised here by other divisions: quality of instruction correlates with enrollment.</p>
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SECTION 3. Questions. Please use this section to include any questions your work group might have.

<p>There are Liberal Arts AA degrees at all UHCC campuses. Do we need to switch to one of the three Program Reorganization Models?</p>
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Feedback on the [University of Hawai'i Community Colleges Organizational and Resource Planning Next Steps on Proposed Actions January 26, 2021 Plan #3](#).

AS-Natural Science at Leeward CC

Suggested questions to consider.

1. How would a 25% reduction in lecturers affect your discipline or program?

A 25% reduction in Lecturers would also reduce 25% of our class offerings. Full-time Instructors and Lecturers are maxed out each semester with the number of classes they are teaching, usually 15 TEs or more. As a better solution, M&S is currently “rolling out” multiple sections of classes each semester, so that all sections fill before we offer additional sections.

2. How would your discipline or program address persistently low-enrolled courses?

The Leeward M&S Division Chair and Program/Discipline Coordinators are contacting their counterparts at other UH campuses to coordinate low-enrolled classes. For example, we will alternate offering an asynchronous, online CE 271 (KapCC in fall, LeeCC in spring) for LeeCC and KapCC students.

3. For ASNS - Provide evidence (data) over the past three years such as: number of majors, number of NH majors, number of full-time BOR faculty, number of majors to full-time faculty, persistent rates (fall to spring, fall to fall), completion rates of ASC and/or AA, fill rates, transfer to UH 4-year.

Click [here](#) to see the 2020 ARPD report for the ASNS Program and you can find the original data through the UHCC System's [ARPD website](#).

a) Demand Indicators: Leeward's ASNS Program had 389 students during 2019-2020. Based on the data, we are reaching a potential plateau.

#	Effectiveness Indicators	2017-18	2018-19	2019-20
16.	Successful Completion (Equivalent C or Higher)	72%	71%	71%
17.	Withdrawals (Grade = W)	155	147	226
18.*	Persistence Fall to Spring	67%	68%	65%
18a.	Persistence Fall to Fall	38%	41%	40%
19.	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	58	52	46
19a.	Associate Degrees Awarded	58	55	46
19b.	Academic Subject Certificates Awarded	0	0	0
19c.	Goal	0	0	0
19d.	Difference Between Unduplicated Awarded and Goal	0	0	0
20.	Transfers to UH 4-yr	74	76	79
20a.	Transfers with degree from program	28	22	25
20b.	Transfers without degree from program	46	54	54
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal			
20d.	Difference Between Transfers and Goal			

4. How can you improve your completion numbers in your ASC?

Since last March, we transitioned to online teaching because of the pandemic. In Fall 2020 and Spring 2021, a few courses were offered on campus while the majority of the classes remain online. Our tutoring services, library services, study rooms and children center were heavily impacted by the pandemic. These factors will deeply affect the completion numbers. To help our students reach their goals, we will need to find out the current obstacles that our students and faculty are facing in the learning and teaching environments, respectively. The ASNS Coordinator will construct and administer two survey forms to find out more information.

5. For duplicated programs in the UHCC System, how can you position yourself to have a unique program?

We can partner with agencies/groups to enhance our programs and make them unique e.g. Alyssa and Pouhala Marsh, potential partnership between OCN and NOAA, since they're close by. We can take advantage of proximity to Pearl Harbor, the Loi downhill from campus, new rail station, etc.

When compared to other programs in the UHCC system, Leeward's ASNS program is unique based on many reasons. We have 22 FTE BOR faculty and we offer all 4 concentrations with the largest number of ASNS courses in the UHCC system. Click [here](#) to see the overall 2019-2020 ARPD data across campuses. We also serve the largest population of Native Hawaiian students who major in ASNS. In addition, our fill rates have been consistently high for

the past three years when compared to other programs. Overall, we are running an efficient and productive program when compared to others. The following list includes the current information of the ASNS program at Leeward CC.

- 1) 389 students (Second largest of total student count across campuses behind 411 students at KapCC).
- 2) 88 majors who are Native Hawaiian students (largest across the campuses).
- 3) 5824 student semester hours (SSH) in fall and spring for both majors and non-majors (Highest in the system).
- 4) 194 FTE enrollment in program classes (Highest).
- 5) 133 total classes taught (Highest, next is 95 from HonCC).
- 6) 77% Fill Rate (second highest, and consistent for 3 years)
- 7) 22 FTE BOR Faculty (Highest, next is 8 at HonCC)
- 8) ~\$1.5 million in overall budget allocation (highest, thank you, Leeward Admin!)
- 9) 46 degrees awarded
- 10) 79 students transferred to 4-yr (Second highest, behind 89 of KapCC)

6. Can your program be revised to be consolidated or merged into another program? If yes, what revisions in the curriculum and in personnel would need to be considered?

Leeward's ASNS program is the second largest across the system and we are running very efficiently when compared to other programs. Click [here](#) to see the overall 2019-2020 ARPD data across campuses. Based on the data, our program should not be consolidated or merged into another program. If and when the UHCC system follows the Hub and Spoke model, we recommend that Leeward CC becomes a Hub campus or one of the Hubs. Since there are no clear guidelines for the "Hub and Spoke" model from the UHCC system, we will work with other ASNS programs or campuses in regards to curriculum and personnel revisions when necessary.

The following are a few questions that we have for the Hub and Spoke Model.

- What are the deciding factors for the Hub and Spoke campuses? - What are the guidelines for the Hub and Spoke model?
- Can Leeward CC be a Hub? If so, can we handle more ASNS students? Will we need more faculty/lecturers/classrooms?
- If we are not a Hub campus, what will happen to our program? What will we lose?
- How will funding be distributed between Hub and Spoke campuses? - What happens if we don't want to participate in the Hub and Spoke model?

Do we have a choice? Will funding be cut?

7. How can your division have common core classes, so your program is not competing with other programs?

At Leeward CC, we offer all 4 concentrations (*i.e.* BSC, EE, ICT, and PSC) with the largest number of ASNS courses in the UHCC system. When compared to other ASNS programs, our program serves students who live on the Leeward side of the island where 23% of them are Native Hawaiian students. Our division offers the common core classes and the vast majority of these classes are filled with majors and nonmajors. This is a very positive sign that we are serving a large number of students and preparing them for their academic goals. We do have several higher level courses with low enrollment, and we are working with other CCs to alternate offering courses.

8. Are there certificates within your program that can be combined, consolidated, or revised?

Our ASNS program currently does not offer certificates. Instead, we have concentrations. Here are the enrollment numbers for the ASNS concentrations. All concentrations have many students enrolled. It would not make sense to combine, consolidate, or revise.

	2019-2020	2020-2021
BSC/Life Sci	214	180
ICT/Comp Sci	68	68
ENGR	192	194
Physical SC	31	45
Blanks	6	0

9. How do you address underloaded faculty in your discipline/program and what is your solution?

Currently, we don't have this issue.

10. Other comments, concerns, ideas, etc.

It's difficult to maintain quality education without full-time faculty. Because many

faculty positions have been swept by the Legislature and because of the hiring freeze, we cannot maintain quality education for the long term. Not letting us hire full-time faculty, hinders our programs and creates a lack of stability. It all comes back to hiring full-time faculty.

In 2019-2020, KapCC had 411 students and LeeCC had 389 students in the ASNS programs. LeeCC has the most Native Hawaiian students when compared to other campuses. If and when UHCC follows the Hub and Spoke model, it would make more sense if at least KapCC and LeeCC are “Hubs”. One concern with the “Hub and Spoke” is that the Hub would have extra work with scheduling people at a campus that we are not familiar with. Might be an issue with grants when we use the Hub and Spoke model. Might be some issues with equipment with the Hub and Spoke model, as to which campus would have more up to date equipment and grants. Also, lab space might be an issue, as LeeCC is close to full for our labs. Lecture portion of a lab class could be online, while the labs space at all campuses is used for F2F labs.

Feedback on the [University of Hawai'i Community Colleges Organizational and Resource Planning Next Steps on Proposed Actions January 26, 2021 Plan #3](#).

Sustainable Agriculture (formerly Plant Biology and Tropical Agriculture)

Suggested questions to consider.

1. How would a 25% reduction in lecturers affect your program?

A 25% reduction in Lecturers would also reduce 25% of our class offerings. Full-time Instructors and Lecturers are maxed out each semester with the number of classes they are teaching, usually 15 TEs or more. As a better solution, M&S is currently “rolling out” multiple sections of classes each semester, so that all sections fill before we offer additional sections.

2. How would your program address persistently low-enrolled courses?

At the moment we don't have persistently low-enrolled courses.

3. Provide evidence (data) over the past three years such as: number of majors, number of NH majors, number of full-time BOR faculty, number of majors to full-time faculty, persistent rates (fall to spring, fall to fall), completion rates of ASC, CO, CA, AAS or AS, fill rates, transfer to UH 4-year, number of new & replacement positions (county prorated), and job placement rates.

	Demand Indicators: Healthy	2017 - 18	2018 - 19	2019-2020
1.	New & Replacement Positions (State)	217	212	290
*2.	New & Replacement Positions (County Prorated)	73	72	100
3.	Number of Majors	32	39	37
3a.	Number of Majors Native Hawaiian	9	11	8
3b.	Fall Full-Time	47%	51%	75%
3c.	Fall Part-Time	53%	49%	25%

3d.	Fall Part-Time who are Full-Time in System	0%	5%	3%
3e.	Spring Full-Time	44%	54%	66%
3f.	Spring Part-Time	56%	46%	34%
3g.	Spring Part-Time who are Full-Time in System	3%	5%	5%
4.	SSH Program Majors in Program Classes	263	247	386
5.	SSH Non-Majors in Program Classes	340	219	202
6.	SSH in All Program Classes	603	466	588
7.	FTE Enrollment in Program Classes	20	16	20
8.	Total Number of Classes Taught	19	17	17

	Efficiency Indicators: Cautionary	2017 - 18	2018 - 19	2019-2020
9.	Average Class Size	13	12	14
*10.	Fill Rate	64.2%	59.4%	72%
11.	FTE BOR Appointed Faculty	1	1	1
*12.	Majors to FTE BOR Appointed Faculty	32	39	37
13.	Majors to Analytic FTE Faculty	32	39	37
13a.	Analytic FTE Faculty	2	2	1
14.	Overall Program Budget Allocation	\$847,453	\$984,75	\$992,323
14a.	General Funded Budget Allocation	\$847,453	\$984,75	\$992,323

14b.	Special/Federal Budget Allocation	\$0	\$0	\$0
14c.	Tuition and Fees	\$0	\$0	\$0
15.	Cost per SSH			
16.	Number of Low-Enrolled (<10) Classes	4	4	2

	Effectiveness Indicators: Cautionary	2017 - 18	2018 - 19	2019-2020
17.	Successful Completion (Equivalent C or Higher)	74%	78%	81%
18.	Withdrawals (Grade = W)	12	10	4
*19.	Persistence Fall to Spring	79%	68%	75%
19a.	Persistence Fall to Fall	42%	34%	52%
*20.	Unduplicated Degrees/Certificates Awarded	9	11	10
20a.	Degrees Awarded	4	4	6
20b.	Certificates of Achievement Awarded	2	4	2
20c.	Advanced Professional Certificates Awarded	0	0	0
20d.	Other Certificates Awarded	8	9	8
21.	External Licensing Exams Passed	0	0	
22.	Transfers to UH 4-yr	4	5	5
22a.	Transfers with credential from program	3	3	2

22b.	Transfers without credential from program	1	2	3
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	Performance Indicators	2017 - 18	2018 - 19	2019-2020
35.	Number of Degrees and Certificates	6	8	8
36.	Number of Degrees and Certificates Native Hawaiian	2	3	0
37.	Number of Degrees and Certificates STEM	6	8	8
38.	Number of Pell Recipients ¹	5	3	4
39.	Number of Transfers to UH 4-yr	4	5	5

4. How can you improve your completion numbers in your CO, CA, AS?

5. For duplicated programs in the UHCC System, how can you position yourself to have a unique program?

N/A

6. Can your program be revised to be consolidated or merged into another program? If yes, what revisions would you recommend in your curriculum and how many full-time or part-time personnel would you need for this consolidation or merger?

N/A

7. How can your division have common core classes, so your program is not competing with other programs?

8. Are there certificates within your program that can be combined, consolidated, revised, or deleted?

9. How do you address underloaded faculty in your program and what is your solution?

Currently, we don't have this issue.

10. Other comments, concerns, ideas, etc.

It's difficult to maintain quality education without full-time faculty. Because many faculty positions have been swept by the Legislature and because of the hiring freeze, we cannot maintain quality education for the long term. Not letting us hire full-time faculty, hinders our programs and creates a lack of stability. It all comes back to hiring full-time faculty.

Also, having an APT position that can support this program and other biology classes doing outdoor labs is essential. Imagine not having a chemistry lab manager to support those courses. This is what is happening to our courses. The lack of support makes things very difficult for instructors and the quality of education is hindered.

Similar to the ICS Program, which has both an AS in ICS and an ASNS ICT concentration, the Sustainable Agriculture Program may consider having both a Sustainable Agriculture AS and an ASNS Agriculture concentration - one track in preparation for agriculture jobs and one for transfer to bachelors. This would not require a change in personnel and may increase class enrollments and degree attainment.

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**UHCC Organization and Resource Plan
Campus Feedback Template
Academic Programs**

The UHCC System is looking to assess academic offerings at the campus level and via cross-campus work groups of related programs, as well as to take academic actions as appropriate. This exercise will be an opportunity for programs and departments to provide feedback on the direction of these conversations at both the campus and system levels.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14). Please identify your program and convener below:

Campus:	Leeward CC
Academic Program Name:	Accounting
Convener:	Multiple meeting and conveners
Date(s) Convened:	Multiple dates and multiple groups

As you go through this exercise, we encourage work groups to keep the following in mind:

- Keep an open mind
- Please do not feel the need to fill out every section

The Goal of Assessing Academic Offerings. As you guide your work groups through this exercise, keep in mind the goals framing these conversations:

- Decrease duplication of programs and course offerings across campuses
- Coordinating course scheduling across campuses
- Expanding access to programmatic offerings

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Points of Discussion. Work Groups will provide feedback on the following aspects listed below. *(Navigation: Click a link to move to the respective section. Each page will have a link in the footer which will return you to this main menu.)*

- [Program Reorganization Models](#)
- [Alignment of Curriculum and Sharing of Course Offering Across Campuses](#)
- [Questions](#)

SECTION 1: Program Reorganization Models. When programs are low enrolled and/or duplicated or similar across campuses, faculty and administrators should plan for reorganization using one of the following models:

- *Program offered by one campus with remote or hybrid delivery at other campuses:* One campus offers a program for students at other campuses. At other campus sites, the program is primarily online though there may be in-person offerings at other campuses.
- *“Hub and Spoke:”* A “hub” campus offers a program (or specialization at their own campus as well as on-campus at other campuses). A program may have more than one hub. Hub campus(es) will offer the academic program, and program instructors will be associated with the hub campus. Students at the “spoke” campus(es) would have the opportunity to participate in the program face-to-face.
- *Consortium Program:* One campus is the lead campus and multiple campuses contribute courses through coordinated scheduling.

Complete the table below to identify the most desirable model for the program(s). Indicate any comments or concerns your department might have regarding these proposed models as they apply to the program(s).

Model	Rank Order (Rank each option in order of desirability as it applies to your program, with 1 being the most desirable option and 3 being the least)	Comments / Considerations / Concerns regarding the model
Program offered by one campus with remote or hybrid delivery at other campuses	2	<p>Currently, ACC 124, 125, 132, 134, 137, 201, 202, 252, and 255 are offered at LeeCC in a distance education format (whether synchronous or asynchronous). In effect, one or two campuses could offer these ACC courses at the other campuses, thus saving lecturer costs.</p> <p>Each ACC program have their own industry partnerships serving their community, county, and island. At LeeCC, we have partnerships with the following organizations.</p> <p>- Carr, Gouveia, Matsumoto, CPAs, Inc.</p>

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		<ul style="list-style-type: none"> - Accountemps - Administrative Solutions, Inc. - Osiro & Chun CPAs, Inc. - Doi & Matsuo, CPAs, LLC - TRUSTA - UH – West Oahu
“Hub and Spoke”	3	<p>A hub and spoke model removes the connection to the unique communities each campus serves. A centralized control of courses will lead to reduced enrollment and student engagement. In particular, hiring lecturers and faculty that relate best to the population it serves is critical to student success within Hawaii’s unique and diverse cultural mix. A connection to community is of critical importance with serving Native Hawaii and underserved populations.</p>
Consortium Program “Shared courses (Collaborative scheduling among campuses) model”	1	<p>A consortium program works best for accounting and business programs because it allows each campus to identify the needs of the unique communities they serve, without the restrictions of a hub and spoke model. A consortium program should reflect practices similar to the “Shared courses (Collaborative scheduling among campuses) model” detailed in the UHCC Curriculum Sharing Models (draft). A response to the 12/11/2020 memo was sent from the Leeward CC Accounting Program to the Chancellor and VCAA as well as forwarded to the OVPC. This response memo specifically addresses the need to keep the Accounting program separate from other Business degrees.</p> <p>The Accounting program is very strong at Leeward CC and other campuses. Due to the significant curriculum difference with other business majors, the Accounting faculty feel that combining ACC into other more general business programs is not feasible. Due to the highly technical nature of Accounting courses, combining ACC into business courses will reduce the rigor and scope of the program which will have a direct negative impact on our graduates ability to meet workforce needs.</p> <p>The two largest ACC programs in the UHCC’s are at KapCC and LeeCC on Oahu and are justified to be separate instead of merged or consolidated as labor market data indicates an average of 686 New & Replacement Positions from 2017 – 2020 ARPD.</p>

		<p>Students' employability will also be significantly compromised if the program is merged as they would no longer be eligible for jobs that specifically require an "accounting" degree. We are currently working on gathering feedback from our Accounting Advisory Board members as far as keeping the Accounting Program separate from a general business degree but so far 100% of those that responded felt that the degree should remain independent.</p> <p><i>"A separate associate of science degree in accounting is valued in a wide variety of organizations and in most cases, deemed a requirement. Accounting is one of those disciplines that an individual establishes and solidifies their technical competency from academia and then builds upon this foundation in practice. As is generally known, accounting is an essential function that continues to evolve in complexity and is in continuous demand and which requires specific focus without dilution into a general business degree."</i> - Ann Katekaru, Inkinen</p>
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SECTION 2: Alignment of Curriculum and Sharing of Course Offering Across Campuses.

Coordination of academic plans and schedules across campuses, as well as alignment of courses, will enable students to make academic progress and reduce reliance on lecturers and faculty overload. Work groups' proposed actions for curriculum alignment, sharing of course offerings, and critical review of small classes should proceed.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14)

<p>Report on Progress and Plans</p> <p>In the space below, please describe in detail the progress your work group has made towards alignment, and what your forthcoming plans entail. You may indicate recommendation in the spaces at the bottom of the table based on</p>	
<p>Accounting programs in the UHCC system have already aligned the majority of ACC course offerings through PCC discussions over many years. Recently we have adjusted the Accounting schedule for the 2021-2022 academic year to only offer lower enrolled courses once a semester and will be directly students to take these classes at other campuses during the "off" semester.</p>	
<p>Considerations</p>	<p>Recommendations</p>
<p>Data</p>	<p>Course Course Title UHM UHH UHMC UHWO HAW HON KAP KAU LEE WIN ¹²⁴ Principles of Accounting Yes Yes Yes Yes Yes</p>

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	<p>125 Principles of Accounting II Yes Yes Yes Yes Yes</p> <p>126 Principles of Accounting III Payroll & Yes Yes Yes Yes Yes Yes Yes</p> <p>132 Hawai'i General Excise Tax Individual Yes Yes Yes Yes Yes</p> <p>134 Income Tax Preparation</p> <p>137 Business Income Tax Preparation Introduction to Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes</p> <p>201 Financial Accounting Introduction to Yes Yes Yes Yes Yes Yes Yes Yes Yes</p> <p>202 Managerial Accounting Using Yes Yes Yes Yes Yes</p> <p>252 QuickBooks in Accounting Using Excel in Accounting Yes Yes Yes Yes Yes</p> <p>255</p> <p>Above ACC courses were agreed upon in a Course Articulation Agreement approved in August 2015. Currently, ACC 124, 125, 132, 134, 137, 201, 202, 252, and 255 are offered in a distance education format (whether synchronous or asynchronous).</p>
Policies	
Procedures	Further discussions between the seven campuses may result in additional ACC courses that can be aligned.
Other	

SECTION 3. Questions. Please use this section to include any questions your work group might have.

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Section 4: Feedback on recommended next steps

Business and accounting faculty should be included in the discussion on the membership of the “forum with industry representatives” as part of the next round of facilitated work group meetings. Since 95% of the workforce in Hawaii is employed by small to medium size businesses, the forum should reflect similar industry representatives. Consultation on the make-up of the committee with faculty is imperative to reflect the workforce needs our grades serve.

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**UHCC Organization and Resource Plan
Campus Feedback Template
Academic Programs**

The UHCC System is looking to assess academic offerings at the campus level and via cross-campus work groups of related programs, as well as to take academic actions as appropriate. This exercise will be an opportunity for programs and departments to provide feedback on the direction of these conversations at both the campus and system levels.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14). Please identify your program and convener below:

Campus:	Leeward Community College
Academic Program Name:	Automotive Technology (AMT)
Convener:	Milton Ayakawa
Date(s) Convened:	2/17/21

As you go through this exercise, we encourage work groups to keep the following in mind:

- Keep an open mind
- Please do not feel the need to fill out every section

The Goal of Assessing Academic Offerings. As you guide your work groups through this exercise, keep in mind the goals framing these conversations:

- Decrease duplication of programs and course offerings across campuses
- Coordinating course scheduling across campuses
- Expanding access to programmatic offerings

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- [Questions](#)

SECTION 1: Program Reorganization Models. When programs are low enrolled and/or duplicated or similar across campuses, faculty and administrators should plan for reorganization using one of the following models:

- *Program offered by one campus with remote or hybrid delivery at other campuses:* One campus offers a program for students at other campuses. At other campus sites, the program is primarily online though there may be in-person offerings at other campuses.
- *“Hub and Spoke:”* A “hub” campus offers a program (or specialization at their own campus as well as on-campus at other campuses). A program may have more than one hub. Hub campus(es) will offer the academic program, and program instructors will be associated with the hub campus. Students at the “spoke” campus(es) would have the opportunity to participate in the program face-to-face.
- *Consortium Program:* One campus is the lead campus and multiple campuses contribute courses through coordinated scheduling.

Complete the table below to identify the most desirable model for the program(s). Indicate any comments or concerns your department might have regarding these proposed models as they apply to the program(s).

Model	Rank Order (Rank each option in order of desirability as it applies to your program, with 1 being the most desirable option and 3 being the least)	Comments / Considerations / Concerns regarding the model
Program offered by one campus with remote or hybrid delivery at other campuses	3	<p>Not possible to only have one campus offer AMT courses with remote or hybrid at the other four campuses as majority of the AMT courses require hands-on tasks to meet course learning outcomes and to meet accreditation standards.</p> <p>Each AMT program have their own industry partnerships serving their community, county, and island. At LeeCC, we have partnerships and dealer technician trainings with the following organizations.</p> <ul style="list-style-type: none"> - Fiat Chrysler Automobiles CAP Program - General Motors/Raytheon Professional Services

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		<ul style="list-style-type: none"> - Ford ASSET Program - Toyota/Lexus Training - Audi Education Partnership
“Hub and Spoke”	1	<p>The Ford ASSET program is only offered at LeeCC and could be considered the “Hub” campus. However, AMT instructors at other CC’s that wish to be considered “Spokes” need to go through Ford certification and in order to teach the hands-on Ford competencies, the campus would need to have their own Ford tools and equipment.</p> <p>The AAS in AMT at LeeCC is 63-64 credits and could not be considered the “Hub” campus as HonCC’s AAS in AMT program is 80-83 credits, KauCC’s AAS is 71 credits, MauC’s AAS is 68-71 credits, and HawCC’s AAS is 63 credits. Each of the above colleges has established strong ties to the local automotive industry with advisory committee members primarily from their communities. Directions and advisements are keyed to the expectations and needs of the surrounding businesses and they differ in each community, county, and island.</p>
Consortium Program	2	<p>LeeCC, HonCC, and KauCC AMT programs achieved the highest level of accreditation at the Master Automotive Service Technician level established by the Automotive Service Excellence Education Foundation (ASEEF). MauC is striving for this accreditation level but not at HawCC.</p> <p>The two largest AMT programs are at HonCC and LeeCC on Oahu and are justified to be separate instead of merged or consolidated as labor market data indicates an average of 466 New & Replacement Positions from 2017 – 2020.</p> <p>LeeCC’s AMT program has plans to modernize and expand its facilities to increase program capacity thus resulting in increased enrollment and completion of the AAS degree and certificates. The following is still progressing as a Minor CIP project: FY 2022: \$500,000 for design. FY 2023: \$3,500,000 for construction (expecting a 12 to 18-month construction window for completion).</p>

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SECTION 2: Alignment of Curriculum and Sharing of Course Offering Across Campuses.

Coordination of academic plans and schedules across campuses, as well as alignment of courses, will enable students to make academic progress and reduce reliance on lecturers and faculty overload. Work groups' proposed actions for curriculum alignment, sharing of course offerings, and critical review of small classes should proceed.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14)

Report on Progress and Plans	
In the space below, please describe in detail the progress your work group has made towards alignment, and what your forthcoming plans entail. You may indicate recommendation in the spaces at the bottom of the table based on	
Considerations	Recommendations
Data	<p>Catalog Course Titles KauCC LeeCC UHMC</p> <p>Introduction to Automotive Technology AMT 100 (2) AMT 100 (2) was AMT 20 (2)</p> <p>AMT 100 (2) was AMT 20 (2)</p> <p>Engine Repair AMT 129 (7) AMT 129 (7) was AMT 30 (7)</p> <p>AMT 129 (7) was AMT 30 (6)</p> <p>Electrical/Electronic Systems I AMT 141 (5) AMT 141 (5) was AMT 40 (6)</p> <p>AMT 141 (5) was AMT 40E (4) was AMT 40C (4)</p> <p>Heating and Air Conditioning AMT 144 (4) AMT 144 (4)</p> <p>AMT 144 (4)</p>

	<p>was AMT 43 (3)</p> <p>was AMT 43 (4)</p> <p>was AMT 43 (3)</p>
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	<p>Manual Drive Trains and Axles AMT 145 (4)</p> <p style="padding-left: 100px;">AMT 145 (4)</p> <p style="padding-left: 200px;">AMT 145 (4)</p> <p style="padding-left: 150px;">was AMT 46 (4)</p> <p style="padding-left: 100px;">was AMT 46 (3)</p> <p style="padding-left: 200px;">was AMT 46 (4)</p> <p>Automatic Transmissions and Transaxles AMT 149 (4)</p> <p style="padding-left: 100px;">AMT 149 (4)</p> <p style="padding-left: 200px;">AMT 149 (4)</p> <p style="padding-left: 150px;">was AMT 50 (4)</p> <p style="padding-left: 100px;">was AMT 50 (4)</p> <p style="padding-left: 200px;">was AMT 50 (4)</p> <p>Brake Systems AMT 152 (4)</p> <p style="padding-left: 100px;">AMT 152 (4)</p> <p style="padding-left: 200px;">AMT 152 (4)</p> <p style="padding-left: 150px;">was AMT 53 (3)</p> <p style="padding-left: 100px;">was AMT 53 (4)</p> <p style="padding-left: 200px;">was AMT 53 (4)</p> <p>Suspension and Steering Systems AMT 154 (4)</p> <p style="padding-left: 100px;">AMT 154 (4)</p> <p style="padding-left: 200px;">AMT 154 (4)</p> <p style="padding-left: 150px;">was AMT 55 (4)</p> <p style="padding-left: 100px;">was AMT 55 (4)</p> <p style="padding-left: 200px;">was AMT 55 (3)</p> <p>Fuel and Emission Systems AMT 240 (4)</p> <p style="padding-left: 200px;">AMT 240 (4)</p> <p style="padding-left: 150px;">was AMT 40B (4)</p> <p style="padding-left: 200px;">was AMT 40B (4)</p> <p>Electrical/Electronic Systems II AMT 241 (4) was</p> <p style="padding-left: 100px;">AMT 241 (4) was</p> <p style="padding-left: 200px;">AMT 241 (4)</p> <p style="padding-left: 150px;">AMT 40G (2)</p>
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	<p style="text-align: center;">AMT 41 (3) was AMT 41C (4)</p> <p>Above AMT courses were agreed upon in a Course Articulation Agreement approved in September 2018.</p>
Policies	N/A
Procedures	Further discussions between the five campuses may result in additional AMT courses that can be aligned.
Other	Currently, the AMT courses at all campuses are categorized as “Shop” and TEs are determined on the basis value of 24 even though all courses have classroom and lab elements. It could be estimated that most AMT courses are 25

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	<p>percent lecture & 75 percent lab, to 40 percent lecture & 60 percent lab depending on the subject area and program. To modify courses to separate the lecture component and have it delivered via DE from a central campus would require modifying the courses to lecture/lab which would change the TEs to a basis value of 15 for the lecture section and 18 for the lab sections which would be held at each individual campus. This may result in an increase in overall TEs necessitating the hiring of additional instructional personnel to keep the instructor TEs within contractual limits. Furthermore, all programs would have to extensively reschedule, reorganize and standardize curriculum across all campuses. Although the rescheduling may be possible, it may take up to several years to realize full coordination since all programs are on different two-year, four-semester schedules and students will be impacted as they try to navigate through re-ordered pathways. This would be a great disservice to industry and students.</p>
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SECTION 3. Questions. Please use this section to include any questions your work group might have.

<p>It is recommended to keep all five AMT programs at HawCC, HonCC, KauCC, LeeCC, and MauC separate as each has its own community, county, or island needs to meet and service.</p>

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**UHCC Organization and Resource Plan
Campus Feedback Template
Academic Programs**

The UHCC System is looking to assess academic offerings at the campus level and via cross-campus work groups of related programs, as well as to take academic actions as appropriate. This exercise will be an opportunity for programs and departments to provide feedback on the direction of these conversations at both the campus and system levels.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14). Please identify your program and convener below:

Campus:	Leeward CC
Academic Program Name:	Business Technology
Convener:	Multiple meetings and conveners
Date(s) Convened:	Multiple dates and multiple groups

As you go through this exercise, we encourage work groups to keep the following in mind:

- Keep an open mind
- Please do not feel the need to fill out every section

The Goal of Assessing Academic Offerings. As you guide your work groups through this exercise, keep in mind the goals framing these conversations:

- Decrease duplication of programs and course offerings across campuses
- Coordinating course scheduling across campuses
- Expanding access to programmatic offerings

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Points of Discussion. Work Groups will provide feedback on the following aspects listed below. (*Navigation: Click a link to move to the respective section. Each page will have a link in the footer which will return you to this main menu.*)

- [Program Reorganization Models](#)
- [Alignment of Curriculum and Sharing of Course Offering Across Campuses](#)
- [Questions](#)

SECTION 1: Program Reorganization Models. When programs are low enrolled and/or duplicated or similar across campuses, faculty and administrators should plan for reorganization using one of the following models:

- *Program offered by one campus with remote or hybrid delivery at other campuses:* One campus offers a program for students at other campuses. At other campus sites, the program is primarily online though there may be in-person offerings at other campuses.
- *“Hub and Spoke:”* A “hub” campus offers a program (or specialization at their own campus as well as on-campus at other campuses). A program may have more than one hub. Hub campus(es) will offer the academic program, and program instructors will be associated with the hub campus. Students at the “spoke” campus(es) would have the opportunity to participate in the program face-to-face.
- *Consortium Program:* One campus is the lead campus and multiple campuses contribute courses through coordinated scheduling.

Complete the table below to identify the most desirable model for the program(s). Indicate any comments or concerns your department might have regarding these proposed models as they apply to the program(s).

Model	Rank Order (Rank each option in order of desirability as it applies to your program, with 1 being the most desirable option and 3 being the least)	Comments / Considerations / Concerns regarding the model
Program offered by one campus with remote or hybrid delivery at other campuses	2	Each BTEC program have their own industry partnerships serving their community, county, and island. At LeeCC, we have partnerships with the following organizations. <ul style="list-style-type: none"> - Hawaiian Electric - Department of Human Services - First Hawaiian Bank - Mokulele Airlines - Veterans Administration - Kamehameha Schools

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		<ul style="list-style-type: none"> - The Queen’s Health Systems - Altres Staffing - Waikiki Beach Marriott Resort & Spa - Robert Half
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<p>“Hub and Spoke”</p>	<p>3</p>	<p>A hub and spoke model removes the connection to the unique communities each campus serves. A centralized control of courses will lead to reduced enrollment and student engagement. In particular, hiring lecturers and faculty that relate best to the population it serves is critical to student success with in Hawaii’s unique and diverse cultural mix. A connection to community is of critical importance with serving Native Hawaii and underserved populations.</p>
<p>Consortium Program “Shared courses (Collaborative scheduling among campuses) model”</p>	<p>1</p>	<p>A consortium program works best for Business Technology and business programs because it allows each campus to identify the needs of the unique communities they serve, without the restrictions of a hub and spoke model. A consortium program should reflect practices similar to the “Shared courses (Collaborative scheduling among campuses) model” detailed in the UHCC Curriculum Sharing Models (draft).</p> <p>LeeCC has the largest BTEC program in the UHCC System with an average of 67 majors and as labor market data indicates an average of 1,212 New & Replacement Positions from 2017 – 2020 ARPD.</p>

SECTION 2: Alignment of Curriculum and Sharing of Course Offering Across Campuses.

Coordination of academic plans and schedules across campuses, as well as alignment of courses, will enable students to make academic progress and reduce reliance on lecturers and faculty overload. Work groups’ proposed actions for curriculum alignment, sharing of course offerings, and critical review of small classes should proceed.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14)

<p style="text-align: center;">Report on Progress and Plans</p> <p style="text-align: center;">In the space below, please describe in detail the progress your work group has made towards alignment, and what your forthcoming plans entail. You may indicate recommendation in the spaces at the bottom of the table based on</p>
<p>The BTEC program has established a BTEC UHCC Articulation agreement that details articulated courses in the UHCC system. The BTEC program has been meeting to discuss aligning programs and the possible integration into a general business degree with a specialization.</p>

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There have been ongoing discussions among the PCC groups to consider a program name change based on input from the industry advisory committees from “Business Technology” to “Business and Office Administration” or “Office Administrative Assistant” or “Office Administrative Professional”.

Considerations	Recommendations
Data	
Policies	
Procedures	
Other	

SECTION 3. Questions. Please use this section to include any questions your work group might have.

Section 4: Feedback on recommended next steps

Business faculty should be included in the discussion on the membership of the “forum with industry representatives” as part of the next round of facilitated work group meetings. Since 95% of the workforce in Hawaii is employed by small to medium size businesses, the forum should reflect similar industry representatives. Consultation on the make-up of the committee with faculty is imperative to reflect the workforce needs our grades serve.

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**UHCC Organization and Resource Plan
Campus Feedback Template
Academic Programs**

The UHCC System is looking to assess academic offerings at the campus level and via cross-campus work groups of related programs, as well as to take academic actions as appropriate. This exercise will be an opportunity for programs and departments to provide feedback on the direction of these conversations at both the campus and system levels.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14). Please identify your program and convener below:

Campus:	Leeward Community
Academic Program Name:	Culinary Arts
Convener:	Matt Egami
Date(s) Convened:	2/18/21

As you go through this exercise, we encourage work groups to keep the following in mind:

- Keep an open mind
- Please do not feel the need to fill out every section

The Goal of Assessing Academic Offerings. As you guide your work groups through this exercise, keep in mind the goals framing these conversations:

- Decrease duplication of programs and course offerings across campuses
- Coordinating course scheduling across campuses
- Expanding access to programmatic offerings

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Points of Discussion. Work Groups will provide feedback on the following aspects listed below. (*Navigation: Click a link to move to the respective section. Each page will have a link in the footer which will return you to this main menu.*)

- [Program Reorganization Models](#)
- [Alignment of Curriculum and Sharing of Course Offering Across Campuses](#)
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SECTION 1: Program Reorganization Models. When programs are low enrolled and/or duplicated or similar across campuses, faculty and administrators should plan for reorganization using one of the following models:

- *Program offered by one campus with remote or hybrid delivery at other campuses:* One campus offers a program for students at other campuses. At other campus sites, the program is primarily online though there may be in-person offerings at other campuses.
- *“Hub and Spoke:”* A “hub” campus offers a program (or specialization at their own campus as well as on-campus at other campuses). A program may have more than one hub. Hub campus(es) will offer the academic program, and program instructors will be associated with the hub campus. Students at the “spoke” campus(es) would have the opportunity to participate in the program face-to-face.
- *Consortium Program:* One campus is the lead campus and multiple campuses contribute courses through coordinated scheduling.

Complete the table below to identify the most desirable model for the program(s). Indicate any comments or concerns your department might have regarding these proposed models as they apply to the program(s).

Model	Rank Order (Rank each option in order of desirability as it applies to your program, with 1 being the most desirable option and 3 being the least)	Comments / Considerations / Concerns regarding the model
Program offered by one campus with remote or hybrid delivery at other campuses	2	<p>Not possible to only have one campus offer CULN courses with remote or hybrid at the other four campuses as majority of the CULN courses require hands-on tasks to meet course learning outcomes and to meet accreditation standards. However, the lecture CULN courses such as CULN 11, 112, and 115 could be taught by one or two campuses as these courses are taught in an online asynchronous or synchronous modality.</p> <p>Each CULN program have their own industry partnerships serving their community, county, and island. At LeeCC, we have partnerships with the</p>

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		<p>following organizations.</p> <ul style="list-style-type: none"> - Plantation Tavern - Alan Wong’s Restaurants - United Fishing Agency - Brainstorm Marketing - Nalo Farms - D. Otani Produce - Red Lobster Restaurant - Hilton Waikiki Beach Hotel - Tamura Enterprises - Tamashiro Market - MC&A - Feast - Paradise Cove Luau - Roy’s Restaurants - Gourmet Foods Hawaii - Halekulani Hotel - Various High Schools
“Hub and Spoke”	3	<p>The AS in Culinary Arts at LeeCC is 64 credits and could not be considered the “Hub” campus as KapCC’s AS in CULN program is 70-73 credits, KauCC’s AAS is 62-63 credits, MauC’s AAS is 67 credits, and HawCC’s AAS is 67 credits. Each of the above colleges has established strong ties to the local culinary industry with advisory committee members primarily from their communities. Directions and advisements are keyed to the expectations and needs of the surrounding businesses and they differ in each community, county, and island.</p>
Consortium Program	1	<p>HawCC, KapCC, KauCC, LeeCC, and MauC CULN programs achieved accreditation with the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). KapCC and LeeCC are recognized as Exemplary Programs having proven full compliance with all accreditation requirements in the last visiting team report along with excellent management of their programs.</p>

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		<p>The two largest CULN programs are at KapCC and LeeCC on Oahu and are justified to be separate instead of merged or consolidated as labor market data indicates an average of 3,621 New & Replacement Positions from 2017 – 2020.</p>
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SECTION 2: Alignment of Curriculum and Sharing of Course Offering Across Campuses.

Coordination of academic plans and schedules across campuses, as well as alignment of courses, will enable students to make academic progress and reduce reliance on lecturers and faculty overload. Work groups' proposed actions for curriculum alignment, sharing of course offerings, and critical review of small classes should proceed.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14)

Report on Progress and Plans	
In the space below, please describe in detail the progress your work group has made towards alignment, and what your forthcoming plans entail. You may indicate recommendation in the spaces at the bottom of the table based on	
Considerations	Recommendations
Data	<p>Catalog Course Titles HawCC KapCC KauCC LeeCC UHMC Introduction to the</p> <p style="padding-left: 40px;">CULN 111 (2) CULN 111 (2) CULN 111 (2) CULN 111 (2) CULN 111 (2)</p> <p>Culinary Industry</p> <p>Sanitation and Safety CULN 112 (2) Menu Merchandising CULN 115 (2) CULN 115 (2) CULN 115 (2) CULN 115 (2) CULN 115 (2)</p> <p>Fundamentals of Cookery CULN 120 (5) CULN 120 (5) CULN 120 (5) CULN 120 (5)</p>

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Intermediate Cookery CULN 130 (5) CULN 130 (5) CULN 130 (5)

Fundamentals of Baking CULN 150 (5) CULN 150 (5) CULN 150 (5) CULN
 150 (5) CULN 150 (5) Intermediate Baking CULN 155 (5) CULN 155 (5) CULN
 155 (5) Dining Room Operations CULN 160 (5) CULN 160 (5) CULN 160 (5)

CULN 160 (5) Culinary Nutrition CULN 185 (3) CULN 185 (3)

Advanced Cookery CULN 220 (5) CULN 220 (5) Continental Cuisine CULN
 221 (5) CULN 221 (5)

Asian Pacific Cuisine CULN 222 (5) CULN 222 (5)

Garde Manger CULN 240 (4) CULN 240 (4) CULN 240 (4)

Purchasing & Cost
 Control CULN 271 (4) CULN 271 (4)

Above CULN courses were agreed upon in a Course Articulation Agreement approved in September 2018. Currently, CULN 111, CULN 112, and CULN 115 could be offered in a distance education format (whether synchronous or asynchronous). From a system perspective, this would allow for a much greater efficiency in regards to fill rate and workload. Whereas the programs across the state offer between 1-3 sections per semester with a student count ranging from 10-30, we could consolidate course offerings with a higher cap as it would likely be a single faculty member teaching these courses, similar to what may happen with an English or Math instructor. This could potentially reduce the total amount of workload dedicated to these courses across the state. The discussion of which campus

	<p>would “house” the courses and what that consolidation would look like (whether hub & spoke, etc.) remains a discussion to be had among the programs.</p> <p>This relief of workload would help to address a number of issues for our program specifically: 1. Faculty workload</p> <ul style="list-style-type: none"> a. We have not been able to fill a position recently vacated by the retirement of a long-time faculty member. We have a number of instructors working at or near the maximum overload cap of 33 TEs. Our one lecturer that we have is at 32 TEs. b. In addition to the hiring freeze, the program has been requesting an additional FTE position in order to address needed curriculum changes and assure our students have an opportunity to graduate in a timely manner. Prior to the pandemic, we were near the top of the list for the campus resource requests. It is unlikely that we remain so given the rising needs of the rest of the programs. c. This leaves us with little to no flexibility in scheduling and development or more specifically re development of curriculum to address low enrolled courses as we are already in a situation where we are only able to offer certain degree required courses once per academic year.
Policies	N/A
Procedures	Further discussions between the five campuses may result in additional CULN courses that can be aligned.
Other	<p>Enrollment & Low Enrolled Courses</p> <p>1. It must be noted that the notion of a low enrolled course being defined as less than 10 is short sighted to say the least. In a course such as CULN 223 where the cap is 12 due to facility and safety reasons, 9 students would be considered “low enrolled” where in reality, a 75% fill rate. We should advocate for percentage-based judgements not simply numerical.</p> <p>2. The consolidation of lecture courses would allow the programs across the state to be more flexible and specialize in the unique needs of each of our students and communities. The community that Leeward CC serves are very different to the other UHCC’s communities due to socioeconomic disparities. Students at Leeward CC are largely the workforce of our industry. Our students are, in many cases, already working and looking to get their degree and pursue economic opportunities as quickly as possible. In contrast, many of Kapiolani’s students are looking towards management</p>

positions and focusing on the 4-year program. Leeward should focus on partnership with the DOE (especially as they are in the process of articulating their “pathways” to better guide their students) and position ourselves as the clearest and most efficient pathway to the industry. This could be accomplished in the following ways:

- a. Above mentioned partnership with DOE with a focus on recruitment and Early College courses to “capture” enrollment. This would give students quicker access to the lab courses where we have much greater retention rates than situations where the student cannot get into a lab course in the 1st semester due to it being filled.
- b. Development of “Professional” Certificates to focus on the needs of industry members who are now looking at increased competition in the job market as a result of the closure and struggles of many establishments.
- c. Re-configuring of existing CAs and COs to more closely align with student and potential student needs. One example is the Dining Room certificate which is currently 2 semesters worth of courses. This does not reflect the needs of a student (likely a current industry professional) who would like to improve their skills/knowledge and do so in a way that allows them minimal interruption to their current schedule.
- d. Switch to a “Year-Round” schedule that could appeal more to students who are looking to find the most efficient path to degree completion and then on to industry. This would also allow us to better utilize lab space which again offers an opportunity to re-imagine our curriculum to adapt to the changing needs of our students.
- e. This also offers a large possibility of partnering with the Office of Continuing Education & Workforce Development (OCEWD) and leveraging credit/non-credit partnerships to fill courses.

3. This refocus and streamlining of our program would increase enrollment largely through the capture of DOE students, but also by increasing our attractiveness to industry professionals. We should be known as the program that will get students into the industry efficiently and with all the skills and knowledge they need to be successful.

4. This would also allow the other campuses to focus on the other aspects of student needs. For example, Kapiolani could focus on the advanced baking program and baccalaureate degree, while Windward could become the culinary non-credit hub. A closer partnership among the campuses would allow us to capitalize on the unique needs and properties of each.

It should be noted that although budget and spending is the driving force behind these discussions, there is great opportunity here to create great gains if we are willing to invest in certain areas. Most notably would be the importance of the Culinary program maintaining and being allowed to fill the recently vacated FTE position. If Leeward wants to be the program to offer the articulated lecture courses (CULN 111, 112, 115), we would also realistically need another FTE

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	<p>position. The program would also advocate for the funding of a DOE liaison position to more aggressively and effectively increase enrollment directly from the DOE culinary programs. Many of our current student body came to our program as a result of participating in one of our community events such as Scholarship Brunch where they met and worked with our Chef Instructors. That comfort and knowledge led them to enroll here, we need to capitalize this opportunity.</p>
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SECTION 3. Questions. Please use this section to include any questions your work group might have.

<p>It is recommended to keep all five CULN programs at HawCC, KapCC, KauCC, LeeCC, and MauC separate as each has its own community, county, or island needs to meet and service.</p>
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**UHCC Organization and Resource Plan
Campus Feedback Template
Academic Programs**

The UHCC System is looking to assess academic offerings at the campus level and via cross-campus work groups of related programs, as well as to take academic actions as appropriate. This exercise will be an opportunity for programs and departments to provide feedback on the direction of these conversations at both the campus and system levels.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14). Please identify your program and convener below:

Campus:	Leeward Community College
Academic Program Name:	Digital Media (DMED) & Television Production (TVPR)
Convener:	Irwin Yamamoto & Robert Hochstein
Date(s) Convened:	2/19/21

As you go through this exercise, we encourage work groups to keep the following in mind:

- Keep an open mind
- Please do not feel the need to fill out every section

The Goal of Assessing Academic Offerings. As you guide your work groups through this exercise, keep in mind the goals framing these conversations:

- Decrease duplication of programs and course offerings across campuses
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- *“Hub and Spoke:”* A “hub” campus offers a program (or specialization at their own campus as well as on-campus at other campuses). A program may have more than one hub. Hub campus(es) will offer the academic program, and program instructors will be associated with the hub campus. Students at the “spoke” campus(es) would have the opportunity to participate in the program face-to-face.
- *Consortium Program:* One campus is the lead campus and multiple campuses contribute courses through coordinated scheduling.

Complete the table below to identify the most desirable model for the program(s). Indicate any comments or concerns your department might have regarding these proposed models as they apply to the program(s).

Model	Rank Order (Rank each option in order of desirability as it applies to your program, with 1 being the most desirable option and 3 being the least)	Comments / Considerations / Concerns regarding the model
Program offered by one campus with remote or hybrid delivery at other campuses	2	<p>Each Creative Media program have their own industry partnerships serving their community, county, and island. At LeeCC, we have partnerships with the following organizations.</p> <ul style="list-style-type: none"> - DMED (Garma Graphic Design, Kinectic Production, Hyperspective Studio, 1013 Integrated) - TVPR (Pacific Focus, KGMB-TV9, Hawaii Film Office, KHNL/KFVE, KMTV, KHON-TV2, PBS, KITV-TV)

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<p>“Hub and Spoke”</p>	<p>3</p>	<p>It seems that the discussion to examine the possibilities of this occurring will be discussed at the upcoming 03/05/2021 system wide cross-campus dialogue meeting. With each of the 6 campuses having some type of creative media program, without a collaborative discussion that examines commonality in programs, identical courses, low-enrolled courses, and FTE workload issues, it would be impossible to identify specific solutions at this time.</p>
<p>Consortium Program</p>	<p>1</p>	<p>A consortium program works best for the Creative Media programs at KauCC, HonCC, KapCC, LeeCC, MauC, and HawCC because it allows each campus to identify the needs of the unique communities they serve, without the restrictions of a hub and spoke model. A consortium program should reflect practices similar to the “Shared courses (Collaborative scheduling among campuses) model” detailed in the UHCC Curriculum Sharing Models (draft).</p> <p>LeeCC’s DMED and TVPR programs are very strong. Due to the significant curriculum differences with the other UHCC’s, the DMED & TVPR faculty feel that by consolidating the two programs under the *Creative Media umbrella with 3 specializations will strengthen both programs and give our students the opportunity to explore several areas of interest.</p> <p>The DMED & TVPR programs are justified to consolidate with an average of 196 & 24 majors respectively and as labor market data indicates an average of 160 & 51 New & Replacement Positions respectively from 2017 – 2020 ARPD.</p> <p>*Several program names are currently being discussed.</p>

SECTION 2: Alignment of Curriculum and Sharing of Course Offering Across Campuses.

Coordination of academic plans and schedules across campuses, as well as alignment of courses, will enable students to make academic progress and reduce reliance on lecturers and faculty overload. Work groups’ proposed actions for curriculum alignment, sharing of course offerings, and critical review of small classes should proceed.

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<p>Report on Progress and Plans</p> <p>In the space below, please describe in detail the progress your work group has made towards alignment, and what your forthcoming plans entail. You may indicate recommendation in the spaces</p>
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at the bottom of the table based on

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Considerations	Recommendations
Data	<p>The AS in DMED and AS in TVPR are articulated with UH – West Oahu’s BA in Creative Media, https://westoahu.hawaii.edu/wp-content/uploads/docs/articulations/LCC_to_BACM_Addendum.pdf</p>
Policies	
Procedures	
Other	<p>A new program proposal will be introduced in Fall 2021 to reduce the number of specializations in the AS in DMED from four to three areas of concentration. This includes deleting the Creative Media Specialization and focusing program resources into Digital Photography, Animation and Motion Graphics, and Digital Cinema and Video Production.</p> <p>Digital Photography There are no other programs that offer a degree in Digital Photography in the state of Hawaii other than the DMED Program at Leeward. The University of Hawaii at Manoa has a Bachelor of Arts (BA) in Fine Arts which has photography courses, but the curriculum is designed on wet-lab technology, which was replaced many years ago by the introduction of digital cameras and software. Other campuses may have individual elective courses in digital photography, but there are no full-fledged programs that focus on the area of digital photography including exploring various genres (event, studio, product), as well as the planning, acquisition, and editing of the images. This makes the specialization unique to Leeward.</p> <p>Animation and Motion Graphics The Animation and Motion Graphics Specialization has the largest student interest and conference of degrees. As a result, it is a specialization that Leeward will continue to pursue. It is a specialization that not only focuses on 2-D and 3-D animation, but also motion graphics. This offers a set of skills that optimizes the employability of students in this specialization.</p> <p>Digital Cinema and Video Production Leeward has long been recognized as the leader in the UHCC System in the teaching of video production skills. With over 30 years of experience in teaching this subject area, The TVPR Program is currently examining the consolidation of its curriculum to create a specialization within the DMED Program. The overall plan would be to keep</p>

	80% of the courses in the current TVPR Program, and eradicate the cohort model currently utilized by that program. This will address the concern of the low <i>Number of Degrees Awarded</i> annually by the TVPR Program. This consolidation will
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	<p>also eliminate the teaching of courses that may have duplicate subject-specific areas and lead to an overall <i>Reduction in Costs</i>. It is also anticipated that this will decrease the number of <i>Low-Enrolled Courses</i> of upper-level video courses in the DMED Program.</p> <p>Overall Through the proposed changes, respective specializations will share a common core of DMED courses including courses in Media Ethics, Entrepreneurship and Marketing, and Electronic Portfolio.</p> <p>By reducing the number of specializations, each area of concentration will allow the program the capacity to increase the number of hands-on courses, ensuring that students can polish their skills in industry-directed needs. It is anticipated that this approach may lead to a reduction in the <i>Number of Majors</i>, but should attract serious students who are truly interested in the digital media industry in the state of Hawaii. This should increase <i>Persistence Rates</i> and increase the number of <i>Associate of Science and Certificate of Achievement Degrees Awarded</i>.</p> <p>By continuing the open discussion and refining the current articulation agreement to the Academy of Creative Media (ACM) Program at UHWO, a clear transfer pathway for our students will continue and with renewed discussion with UHM and their ACM Program, the number of <i>Transfers to 4-Year UH</i> should increase.</p> <p>Note that the <i>FTE BOR Appointed Faculty</i> is currently at 2, and thus the <i>Majors to FTE Appointed Faculty</i> is 95 (The optimal number for this category is <35) This is a result of losing 2 unfilled positions due to the COVID-19 sweep of positions. To successfully implement the proposed changes, it is imperative that these positions are restored to ensure the success of the DMED Program.</p>
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SECTION 3. Questions. Please use this section to include any questions your work group might have.

	What is the process to change the DMED program title to Creative Media or other contemporary title?
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**Questions for Feedback to UHCC 3rd Organizational and Resource
Plan 2-9-21 Certificate of Competence in Substance Abuse
Counseling**

--Dr. Gwen Williams

**Overview of Entrants and Graduates Gathered with Supplemental Data from
COSAC Surveys/ Responses**

In the **2019-2020 COSAC Entrance Survey**, we collected data from 20 new learners who completed the survey. The highlights, are noted below:

- 25% noted that they had registered as COSAC Majors, 10% as Liberal Arts Majors and 60% registered as Liberal Art's majors with their secondary program being that of the COSAC and 5 % as 'Other'.
- 25% already had a degree.

The **Demographic Exit Survey** data was completed by eight of the graduates in spring 2020. Highlights of the survey include:

- Fifty percent (4) did not have a degree upon entry, whereas 25 % (2) had BAs and the other 25% (2) had a graduate degree and law degree.
- 75% (3) of the four who had no degree upon graduation, had completed their AA degree
50% (4) already had their degrees
- 25% (2) had also secured their AA degree upon graduation
- 25% of the 4 transferred to UH Manoa for their BA in psychology and social work. • One began an MA in Addiction Studies at a private college.
- 80% had registered as SUBS majors and 20% as LBRT majors.
- 80% (6) of the graduates planned to find a full or part-time job in the field
- 38% (3) were transferring into higher education.

- 38% were offered positions in the field during their internship

1) The impact of a 25% cut in lecture taught courses.

Currently we are offering 10 courses (in the spring, the full time faculty member teaches 4 out of 10 courses), which includes HSER 245 (2 sections), HSER 100 and HSER 295. A lecturers teach HSER 270, HSER 100 (3 sections), HSER 248 and SW 200 and one Early College course.

We already cut out three under-enrolled sections, two of HSER 100, where at least one of those classes of HSER 100 commonly fills in most semesters. The third course was a third counseling course, HSER 140 offered at Moku. Cutting this low enrolled counseling course that brought down numbers on both campuses by splitting our program population between the campuses, will be maintained due to being able to offer the course as a synchronous hybrid class (thus making it voluntary for in class attendance for Moku learners.

So, from the original 13 classes that were to be offered, three were cut to 10 classes, or by 23 % this semester. One non-program course, currently running this semester HSER 248, is outside of the required program courses and is under-enrolled. If that course was cut, it would total a 31% cut. It is the only course currently not covered by financial aid, though it is considered a very important course for the field.

Fall 2021

We will attempt to offer 12 courses (3 of HSER 100), two of SW 200 (an additional section was requested by Della), and the required program courses: one of HSER 268 and HSER 270 (pilot testing to see if there is a market for a daytime and evening cohort), HSER 140 (2 sections) and HSER 294. Two additional courses outside of the program will be offered, that may be of interest to those seeking electives courses in the field of human services, HSER 160 and 248. Cutting back on lecturer's classes not only impacts the available options within the discipline, but drops two lecturers from three courses a semester to two, which results in a devastating loss of income and their health care coverage. If we can't provide lecturers with enough course income, they may not be able to teach for us. It has been extremely difficult to find appropriate faculty to teach daytime courses as most people have daytime jobs. Holding on to our current lecturers is crucial for the smooth running of our program. This is the real human cost.

2) How would our program address persistently low-enrolled classes?

a) This semester, I made the executive decision to stop offering a third counseling course at Moku due that has been continually under enrolled both daytime counseling course (in 2020 HSER 140 and HSER 245 were the two under-enrolled courses) at Moku and PC. Moku learners can now take the courses synchronously and hopefully in the fall, we will see the rise in the overall number for the daytime and evening two counseling sections.

b) I will more forcefully market our classes with the campus counselors the Vet Center and across other disciplines that could feed our elective classes and that are the practical courses for the field of counseling for all learners interested in the helping professions.

c) I will also attempt to connect with the BSW/MSW programs with educational flyers for their learners. These entrants who already have degrees would raise our declared majors count vs those who enter with no degrees who I funnel into the LBT degree vs. the SUBS major..

d) I will also reach out to ADAD (our fields' certifying body) to see about posting our classes to their website

e) Offer the class less often to determine if in fact a need for the content exists would fill if less frequently scheduled

f) Drop the course from the discipline curriculum, if all the above fail.

3) Challenges to Tracking the Number of Majors in the COSAC Program

The number of learners actually matriculating through the Certificate of Competence in Substance Abuse Counseling (COSAC or SUBS) program is always much larger than the official annual count of declared SUBS majors. Learners in the program are advised to declare themselves to be LBRT majors if they intend to earn an AA, which will provide more security in the field and a financial advantage.

In past years, OER researchers have tracked learners who have enrolled in at least two of the program courses per semester but are not registered as SUBS majors. This supplemental data consistently illustrates that our actual *program demand* is much higher than the numbers provided by the system suggests. This supplemental data has helped to reflect a more realistic view of the current state of the SUBS program and will be included below to make greater sense of the skewed data received by the system that only tracks those currently registered as SUBS majors and effects everything from graduation numbers to transfer to UH and other four-year and graduate degree programs.

#	Demand Indicators	2017 - 18	2018 - 19	2019 - 20
2. *	New & Replacement Positions (County Prorated)	101	97	95
3.	Number of Majors	20	23	22

3a	Number of Majors Native Hawaiian	6	7	6
#	Efficiency Indicators	2017 - 18	2018 - 19	2019 - 20
11	FTE BOR Appointed Faculty	1	1	1
	* Majors to FTE BOR Appointed Faculty	20	23	22
#	Effectiveness Indicators	2017 - 18	2018 - 19	2019 - 20
19.	Persistence Fall to Spring	43%	79%	57%
	. Persistence Fall to Fall	9%	53%	17%
20	* Unduplicated Degrees/Certificates Awarded	7	14	8
#	Perkins Indicators	Goal	Actual	Met
30.	2P1 Completion	61	0	Not Met
31.	3P1 Student Retention or Transfer	86	69.23	Not Met
#	Performance Indicators	2017 - 18	2018 - 19	2019 - 20
35.	Number of Degrees and Certificates	0	0	0
36.	Number of Degrees and Certificates Native Hawaiian	0	0	0
39.	Number of Transfers to UH 4-yr	0	1	0

Whereas Leeward CC attracts an average of 27% Native Hawaiian learners, our COSAC majors and non-major count for Native Hawaiians, is typically around of 40%-45%, a much greater percentage that the campus average and the number noted in #3a that is determined by only tracking declared majors. The actual demand, that is better determined by viewing the enrollment number of SSH Majors (174) within program classes, to the SSH Non-Majors (699) which suggests that those who register as SUBS majors (22 identified majors) are only 20% of

the total learners who make up the ranks of our base. The rest of the ranks are LBRT and Other majors. When the institutional researcher unearthed the number of non-majors who make up a sizeable percentage of the SUBS courses, it doubled our “majors total to 43 (F 2019) and 37 (F 2020) respectively.

The Majors to FTE BOR Appointed Faculty (22) only decreased by one from 23 over the previous year. The learner to faculty ratio was one BOR faculty to 22 and thus, this also places us within the Healthy range of 15 – 35. However, if All Non-Majors in the classes were actually included in the count, we would receive a Cautionary call due to the ratio of BOR Faculty to learners equaling, one faculty member to 43 or 37 learners (and over the healthy 35:1 ratio).

Persistence from Fall to Spring has a drop from 79% to 57% or over 20% less persistence of majors from the previous year was considered **Unhealthy**. Yet, this number is erroneous due to the system only calculating those who have registered as majors versus including the additional learners registered as LBRT and Other majors who have taken two or more of our program courses each of the two semesters, which strongly suggests their concurrent majoring in the COSAC while also working toward their AA degree. If we took those additional numbers into consideration, it increases persistence to **69%**, and thus our program now falls within the **Cautionary 60-74%** range, versus a receipt of the Unhealthy call we received. Our sister SUBS program at HI CC, unfortunately fared less well than even our persistence rate, with a 50% persistence rate for Majors.

It is important to realize that 50-80% (2015-2020) of learners in our program courses declare themselves as LBRTs majors if they do not already have an AA degree. The declared majors typically already have their AA degrees, sometimes their BA and/or MA degrees and even PhDs, with only a very few just coming in to secure a certificate without any degree and who then attempt to secure a job in the field immediately upon graduation.

Persistence of declared majors from fall to fall dropped more severely which suggests that those that enter the program either with a degree or no degree and do not sign up for the AA degree, have a tendency to not demonstrate the resilience to stay in the program when compared with those securing their AA degree and also obtaining their certificate at the same time. It has

been hard to know exactly why people leave, but most the time when I can follow up with an exit interview, they say they are dropping for personal reasons and often will state that they plan to come back at a later date. The others that have degrees, often decide that instead of finishing the certificate they will instead enter a Master's degree program.

Perkins Data

Sadly, the numbers shared by the system, indicate that our program always has trouble meeting the four Perkin's benchmarks over and over again. We had 11 learners entering their capstone year (second year of the program) and none were SUBS majors. We still need to work on graduation numbers and bring it up, however, not a single graduate was counted as a concentrator even though 11 secured their certificates. Nine were Liberal Arts majors and two had already transferred to UH Manoa and were in pre Social Work courses and in the BSW Social Work program. Obviously, to meet this goal they tracked learners who had completed 12 credits, which all the graduates had within an 18 credit certificate, but with none of them registered as SUBS majors due to also securing their AA or BAs, we could not possibly meet these transfer goals.

We had 41 graduates over four years (in the last CRE report 2019) who persisted through the two year program and graduated. This rate of graduation from our program, is more like a 62 percent graduation rate (the original number of entrants being during the four years being 66), and is much higher percentage than the LBRT majors who actually graduate.

4) How to improve the completion numbers for the CO?

- a) Market our program to populations who already have their degrees and will only need to take the certificate which will produce more registering as SUBS majors.
- b) Maintaining Zoom Synchronous Hybrid courses may increase attendance and persistence due to a barrier removed for those who no longer must travel through traffic from downtown after work as well as parents who need to find child care, etc.
- c) I began an exit survey last year for all courses (if the learners were informing me before they dropped they received the survey). I will be able to learn more about the reasons that they dropped. I would like to learn more about whether attrition can be attributed to **personal** or **academic** reasons.

d) Continue the one on one meetings with each learner in the program to learn about their stressors and their goals and how we might be able to support them and utilize the Peer Mentor for some to the outreach.

e) Share information with learners at the beginning of our classes each semester and during the F2F meetings about the importance of contacting their instructors ASAP when they are struggling to stay in the course or program, so we can explore offering individualized support for the challenges to their continued enrollment.

f) Exploring the possible creation of a shortened 18 mos. program for a daytime cohort which would utilize the summer session where they would complete their 400 internship hours at 29 hrs/wk vs. the current 32 weeks at 14.5 hrs/wk.

5) Unique aspects of the Leeward CC COSAC program

We have engagement with 18+ community agencies who offer internships for our learners. Our program is often a gateway for our learners to complete their AA degree. A high percentage of our graduates graduate with both their AA and their certificate. We are the only COSAC program at a CC on O'ahu. We also matriculate a good number of graduates into the UH and HPU BSW/MSW programs. We have an excellent reputation in the community and in the field for preparing our learners for their internship and for jobs in the field due to our practical, hands-on educational format.

Additional Strengths Based on Analysis of our recent ARDP and 2019 CRE Data

Two out of the past three years, we received an **Overall Healthy** call with last year receiving a Cautionary call. Our program has higher levels of persistence than what initially appears with the numbers secured with only *declared majors* and offers a profile that is much healthier than what meets the eye.

The summarized **demographic information** secured across the past three years of exit surveys, indicated that there has not only been a **higher number of Completers/graduates each year, but in addition, more graduates are also completing their AA degrees** or were just about to graduate when they secured their COSAC. There has been a substantial number of graduate transfers of *declared and non-declared majors* into Bachelor's and Master's

degree programs, much higher than the system numbers suggest, which only tracks the declared majors and then only those who transfer into the UH system. **Across the four years it added up to 36% of our graduates transferring either into BA or MA programs with their COSAC. As well, another 25-50% of learners in the two-year program may enter with a degree, so do not need to matriculate, and make up the ranks of our majors.**

Enrollment in the Certificate of Competence in Substance Abuse Counseling Program (COSAC/SUBS) **offers entrants the theoretical foundation and skill development required by the federal agency, Substance Abuse Mental Health Services Administration (SAMSHA) for educating substance use disorder counselors.** It also offers opportunities for developing the knowledge, and skills outlined by the International Certification and Reciprocity Consortium (IC&RC).

The average over the four years of the **Anonymous Satisfaction Survey** responses, identified that **seventy-eight percent of the graduating respondents indicated that they had felt *Well Prepared***, by their courses taken in their first year and 22% felt *Satisfactorily Prepared* to enter their second year of the field work experience. Whereas, **74% felt *Well Prepared* after completing their year-long internship experience to enter the work world, and 26% felt *Satisfactorily Prepared*.**

Fifty-two percent (15) of the 41 graduates who graduated with certificate and who did not currently work in the field, either **secured a position during their fieldwork internship or upon graduation.**

The program **primarily attracts the nontraditional learner**, which supports one of our UH strategic initiatives; the **average age being around 42.**

The vast majority of our survey completers over a four year review, or **88% (22 of the 25 who needed an AA degree), graduated with their certificate and with their AA degree or were still completing their AA while having graduated with their certificate.**

Sixty-six percent of survey completers either had their AA, BAs, or MAs, or were in the pipeline for transferring next

semester into a BA/MA program.

If we had 41 graduates who persisted through the two-year program and graduated. This rate of graduation from our program, is more like a 62 percent graduation rate (the original number of entrants being 66), is much higher than the LBRT majors who actually graduate.

6) No

7) N/A

8) N/A

9) Under loaded faculty?

As the only faculty member who coordinates the Human Services discipline and the COSAC program, I can easily bump one of our lecturers if one of my courses needs to be cancelled due to under enrollment. I have had to do this at least once.

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[Organizational and Resource Plan 3](#)

**UHCC Organization and Resource Plan
Campus Feedback Template
Academic Programs**

The UHCC System is looking to assess academic offerings at the campus level and via cross-campus work groups of related programs, as well as to take academic actions as appropriate. This exercise will be an opportunity for programs and departments to provide feedback on the direction of these conversations at both the campus and system levels.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14). Please identify your program and convener below:

Campus:	Leeward CC
Academic Program Name:	Management
Convener:	Multiple meetings and conveners
Date(s) Convened:	Multiple dates and multiple groups

As you go through this exercise, we encourage work groups to keep the following in mind:

- Keep an open mind
- Please do not feel the need to fill out every section

The Goal of Assessing Academic Offerings. As you guide your work groups through this exercise, keep in mind the goals framing these conversations:

- Decrease duplication of programs and course offerings across campuses
- Coordinating course scheduling across campuses
- Expanding access to programmatic offerings

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[Organizational and Resource Plan 3](#)

Points of Discussion. Work Groups will provide feedback on the following aspects listed below. (*Navigation: Click a link to move to the respective section. Each page will have a link in the footer which will return you to this main menu.*)

- [Program Reorganization Models](#)
- [Alignment of Curriculum and Sharing of Course Offering Across Campuses](#)
- [Questions](#)

SECTION 1: Program Reorganization Models. When programs are low enrolled and/or duplicated or similar across campuses, faculty and administrators should plan for reorganization using one of the following models:

- *Program offered by one campus with remote or hybrid delivery at other campuses:* One campus offers a program for students at other campuses. At other campus sites, the program is primarily online though there may be in-person offerings at other campuses.
- *“Hub and Spoke:”* A “hub” campus offers a program (or specialization at their own campus as well as on-campus at other campuses). A program may have more than one hub. Hub campus(es) will offer the academic program, and program instructors will be associated with the hub campus. Students at the “spoke” campus(es) would have the opportunity to participate in the program face-to-face.
- *Consortium Program:* One campus is the lead campus and multiple campuses contribute courses through coordinated scheduling.

Complete the table below to identify the most desirable model for the program(s). Indicate any comments or concerns your department might have regarding these proposed models as they apply to the program(s).

Model	Rank Order (Rank each option in order of desirability as it applies to your program, with 1 being the most desirable option and 3 being the least)	Comments / Considerations / Concerns regarding the model
Program offered by one campus with remote or hybrid delivery at other campuses	2	Programs offered by home campus and taught either remotely or hybrid on other campuses would not hold each campus accountable for reporting on Perkins Indicator reports. Class sizes would affect efficiency indicators; average class size and fill rate for home campus. Same would apply with effectiveness indicators; persistence Fall to Spring, Spring to Fall, Degrees and Certificates awarded.
“Hub and Spoke”	3	A hub and spoke model removes the connection to the unique communities each

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		campus serves. A centralized control of courses will lead to reduced enrollment and student engagement. In particular, hiring lecturers and faculty that relate best to the population it serves is critical to student success within Hawaii’s unique and diverse cultural mix. A connection to community is of critical importance with serving Native Hawaii and
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		underserved populations.
Consortium Program “Shared courses (Collaborative scheduling among campuses) model”	1	<p>MGT program is in discussions with other similar programs in the UHCC system to align the degree name, degree requirements, and defined specializations that can meet the workforce needs of Hawaii.</p> <p>A consortium program works best for management and business programs because it allows each campus to identify the needs of the unique communities they serve, without the restrictions of a hub and spoke model. A consortium program should reflect practices similar to the “Shared courses (Collaborative scheduling among campuses) model” detailed in the UHCC Curriculum Sharing Models (draft). This allows flexibility in offering, scheduling</p> <p>LeeCC has the only MGT program in the UHCC System with an average of 183 majors and as labor market data indicates an average of 618 New & Replacement Positions from 2017 – 2020 ARPD.</p>

SECTION 2: Alignment of Curriculum and Sharing of Course Offering Across Campuses.

Coordination of academic plans and schedules across campuses, as well as alignment of courses, will enable students to make academic progress and reduce reliance on lecturers and faculty overload. Work groups’ proposed actions for curriculum alignment, sharing of course offerings, and critical review of small classes should proceed.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14)

<p>Report on Progress and Plans</p> <p>In the space below, please describe in detail the progress your work group has made towards alignment, and what your forthcoming plans entail. You may indicate recommendation in the spaces at the bottom of the table based on</p>
<p>Management and Business programs in the UHCC systems already have established course alignments for many courses. MGT program is in discussions with other similar programs in the UHCC system to align the degree name, degree requirements, and defined specializations that can meet the workforce needs of Hawaii. Discussion on a common core of Business courses and aligning requirements with differentiation in specialization is being discussed by the Program Coordinating Council.</p>

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[Organizational and Resource Plan 3](#)

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Considerations	Recommendations
Data	LeeCC, Maui College, Hawaii CC and Kauai CC currently have 8 core classes they all share as part of their Management and Business Programs. Through discussions, they are also in agreement on a name of the Associate in Business program.
Policies	
Procedures	
Other	Core classes; ENG 100, MATH 103 or higher, ECON 130, BUS 101 or ICS 101, BUS 120, ACCT 201, MKT 120, MGT 124

SECTION 3. Questions. Please use this section to include any questions your work group might have.

This includes all campuses that offer Associate Degrees in Business.
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Section 4: Feedback on recommended next steps

Business faculty should be included in the discussion on the membership of the “forum with industry representatives” as part of the next round of facilitated work group meetings. Since 95% of the workforce in Hawaii is employed by small to medium size businesses, the forum should reflect similar industry representatives. Consultation on the make-up of the committee with faculty is imperative to reflect the workforce needs our grades serve.



MEMORANDUM

Date 3/5/2021

TO: Carlos Peñaloza

VIA: Ron Umehira, Dean of Career & Technical Education

FROM: Michael Moser, Sr. Coordinator - OCEWD

SUBJECT: OCEWD Response to VPCC Memo #3 – Functions and Programs

OCEWD supports many of OVPCC's suggestions for centralization of operations and functions but is very concerned of centralizing administration of Continuing Education while campuses reduce general fund support to minimum levels. This model will reduce our staffing, ability and capacity to remain as a workforce rapid response trainer for Hawaii's unemployed and COVID impacted community. Our ability to contribute to System initiatives such as Oahu Back to Work, Reimaging the Workforce, and Apprenticeship will be severely impeded. In addition, we will no longer be able to continue our long-standing community partnerships and trainings with KSBE, DOE, DOD, DPS, DLIR and others. Campus representation and needs under a centralized administration will be diminished as evidenced currently by OCEWD's lack of inclusion in the working group. The Department also fears a centralized administration will result in a loss of oversight and control of personnel and department funds.

Our Department suggests adopting the similar and equitable approach we see being proposed for credit service units, namely; 1) "campus serving operations will be maintained", "centralize processes for efficiencies and consistency", "centralize back-end processing based on streamlined policies and practices", etc.

OCEWD welcomes and embraces the opportunity to realize improvements and efficiencies through centralization of some operations and functions as stated above. To this end, we offer the following recommendations.

Functions to be Centralized:

- 1) Marketing and public relations activities / resources serving UHCC workforce education through Continuing Education offices.
- 2) Destiny Registration System administration, training, support, contracts

- 3) Workforce website development, guides, templates, designs and branding support
- 4) UHCC-wide grant and initiative management, reporting, organizing, etc.
- 5) Institutional research for data, annual reporting, and program outcomes
- 6) HR, Business, Procurement policy scans and reviews to enhance CEs ability to function as the rapid response to economic crisis or immediate industry training needs.
- 7) Coordination of UHCC workforce training strategies aligned with Hawaii Workforce Development Council, County workforce Boards, and Governor's economic development plan.
- 8) Policy scans and revisions leading to equity in services for non credit students including library access, mental health services, UH IDs, eligibility for COVID relief, computer lab access, etc.
- 9) Expansion of Board recognized and approved non-credit certificates
- 10) Coordination of articulation agreements with credit programs
- 11) Career pathways and apprenticeships

Functions to be Campus- Based:

Integrating many of OCEWD's operational functions into the existing campus service units would remove duplication of effort and resources. For example, The current campus model requires OCEWD to acquire its own building security, administer the registration system, manage student assessments, fund our own computers, equipment and more. Integrating such services with existing campus units will allow OCEWD faculty and staff to redirect efforts and resources into workforce training, securing training agreements, increasing enrollment and generating revenue.

The Department recommends the following functions to be campus-based rather than centralized:

- 1) Program development meeting regional and community needs
- 2) Student registrations and records
- 3) Enrollment management and customer service functions
- 4) Website design and management
- 5) Department and program administration
- 6) Fiscal support / invoicing / collections
- 7) Financial control of accounts and funds
- 8) MOAs, Contract training, community agency partnerships
- 9) Recruitment and program promotion

SECTION 2: Program Reorganization Models.

OCEWD's flexibility and responsiveness to industry sector demand and labor market needs already allows us to quickly eliminate a program, stop out, or create new offerings as needed. OVPCC's model to minimize G-fund support to CE will elevate our financial pressures creating a more competitive climate

within a limited island market share. Current mixed support of G-fund and S-fund resources has allowed OCEWD to lead in curriculum and program sharing between sister campuses. The current funding model has also allowed OCEWD to incubate new degree programs such as Health IT and Integrated Industrial Technology.

We offer the following model choices, should OCEWD experience low enrolled or low demand for its programs.

Low Enrolled or Duplicated Program	Preferred Model (1 - campus – hybrid partner; 2 – Hub and Spoke 3 - Consortium)	Comments / Considerations / Concerns regarding the model
Motorcycle Safety	Campus / Consortium	Motorcycle Safety is historically in high demand. Leeward already aided Kauai CC, UH Maui, and Hawaii CC with their programs by sharing curriculum, motorcycles, training, and agreement templates.
CDL	N/A	Commercial truck precludes the ability to be shared. Leeward has already shared curriculum with other campuses. Traditionally in high demand.
Forklift	N/A	Commercial forklift precludes the ability to be shared. Leeward can share curriculum. Traditionally in high demand.
Electronics Technician	N/A	Lab equipment is unique and precludes ability to relocate
Industrial Maint Tech	N/A	Lab equipment is unique and precludes ability to relocate
Electrical Technician	N/A	Lab equipment is unique and precludes ability to relocate
ARCH	Hub and Spoke	As remote/in person for non-credit statewide
CNA	Hub and Spoke	High regional demand & popular contract training
Pharm Tech	Campus-Hybrid Partners	High regional demand & popular

		contract training
Medical Assisting	Campus-Hybrid Partners	Only per year
Medical Reimb	Campus-Hybrid Partners	High regional demand & popular contract training
Medical Recept – PSR	Campus-Hybrid Partners	High regional demand & popular contract training
CPR First Aide	Campus-Hybrid Partners	
Computer Skills	Hub and Spoke	
OAT	Hub and Spoke	High regional demand & popular contract training
ServSafe	Hub and Spoke	

Questions for Feedback to UHCC 3rd Organizational and Resource Plan 2-9-21

Social Sciences

The **12 Social Science Disciplines**: AMST, ANTH, ECON, ED, GEOG, HDFS, HSER, POLS, PSY, SW, SOC, WS

This report includes only 10 disciplines without programs. **HSER and TEP (ED) programs** will submit their own responses in a separate report.

Suggested Questions for Liberal Arts Programs
(*ASNS, HWST, Liberal Arts*)

1. How would a 25% reduction in lecturers affect your discipline or program?

Out of the 10 disciplines in the social sciences, 7 have hired lecturers this academic year. ECON, SOC, and WS have no lecturers.

- HDFFS and SW disciplines are only taught by lecturers. The courses are very popular. We cannot keep up with the requests for more sections due to the lack of FT faculty and lecturers. A 25% cut would seriously affect these two disciplines. We can open a new section of a HDFFS course in the last 3 weeks before the first day of classes and it will fill to capacity. 25% reduction in lecturers would make HDFFS unable to fulfill requests from Early College and Wai'anae Moku.
- The other 5 social sciences disciplines have 1-4 lecturers. A 25% reduction in lecturers would create smaller course offerings at the Pearl City campus and disciplines would be unable to fulfill requests from Early College, Wai'anae Moku, and 5-week cohort.
- A 25% reduction in lecturers across the social science disciplines cannot be done amicably as each of the 7 disciplines represented here have 1 or 2 FT faculty.

2. How would your discipline or program address persistently low-enrolled courses?

If low-enrolled courses are 50% or less, the 10 social sciences disciplines do not have persistently low-enrolled courses. As a whole, our course enrollment cap is 35 students giving our threshold to run a course at 50% higher than other courses' full enrollment. If there were low enrolled courses in the past, it was often due to individual faculty members reputations and not the course in general.

We do not make any enrollment decisions on whether a course is run or not for Wai'anae Moku.

10. Other comments, concerns, ideas, etc.

The social sciences division is a lean machine. Most of our courses are in the lecture format with enrollment cap at 35 students. Thus we do not incur extra costs to the college. We hope the college and the system recognizes these traits. With Leeward CC having the largest enrollments as a campus, some of our disciplines are the largest in the system: Anthropology, Economics, Geography, Political Science, and Sociology. Others are equal to their counterparts on other campuses or are not offered on other campuses: AMST, HDFFS, Psychology, Social Work, Women's Studies.

Teacher Education Program

1. How would a 25% reduction in lecturers affect your program?

Impact to Career and Technical and Education (CTE) and Special Education (SPED) Teacher Licensure Programs:

- Limited Enrollment: Currently there are no FTE CTE and SPED instructional faculty, and all courses are currently taught by lecturers. Any reduction in adjunct instructors would require both programs to limit enrollment and implement a “waiting list” for students wishing to become licensed CTE or SPED teachers in the state.
- Delay in Graduation: Current CTE and SPED students would have to delay graduation since not all courses could be offered due to lack of available lecturers.
- National Accreditation Jeopardized: National accreditation standards require evidence that licensure programs have the capacity and stability to present their core curriculum in a high quality and consistent manner. Losing 25% of its adjunct course instructors would jeopardize the ability of the program to demonstrate that standard.

Impact to Associate in Science in Teaching (AST) and subsequent certificates:

- Limited Enrollment: Currently there are 3 instructional faculty for nearly 400 AST majors, which is well above the average faculty to student ratio of 30:1 (2020 UHCC ARPD data indicates the AST faculty: student ratio is currently at 77:1). A reduction of adjunct faculty would result in less courses being offered, which would result in the AST program having to limit enrollment.
- Delay in Graduation: Current AST students would have to delay graduation since not all courses could be offered due to lack of available lecturers.

2. How would your program address persistently low-enrolled courses?

- All Teacher Education Programs follow the protocols of Leeward CC for canceling any low enrolled courses. According to the 2020 ARPD UHCC system data, the Teacher Education Program has a course fill rate consistently above 80%, which is one of the highest fill rates for CTE programs across the state, and thus, rarely has low-enrolled courses.

3. Provide evidence (data) over the past three years such as: number of majors, number of NH majors, number of full-time BOR faculty, number of majors to full-time faculty, persistent rates (fall to spring, fall to fall), completion rates of ASC, CO, CA, AAS or AS, fill rates, transfer to UH 4-year, number of new & replacement positions (county prorated), and job placement rates.

Note - Currently, the UHCC quantitative indicators do not accurately represent the status of the Teacher Education Program (TEP). Portions of the UHCC data represent the AST program only, while other cells represent all 3 programs. For example, the number of majors refers to just the AST program, while the total number of classes taught refers to AST, CTE, and SPED. This mixing of data results in flawed calculations of the program's demand, efficiency, and effectiveness as well as inaccurate or unclear data being generated for the Perkins Core Indicators because it isn't clear which program is being represented (AST? CTE? SPED? or a combination of two or three of the programs). The UHCC system office is working to separate the data among all 3 programs in future ARPDs and this should produce a more accurate snapshot of the program's health. TEP has also requested to separate the 3 programs into 3 separate ARPDs as well because they are completely distinct from each other.

Teacher Education Program Data for AST, CTE, and SPED	17-18	18-19	19-20
Majors	375	376	384
NH Majors	128	155	130
BOR Faculty	5	6	4
# ED Majors: to # FTE Faculty Ratio	75	63	96
Persistent (Fall-Spring)	68%	71%	71%
Persistent (Fall-Fall)	44%	42%	48%
Completion Rates	77%	76%	78%
Fill Rates	82%	78%	79%
Transfer UH 4-year	55	67	58
New & Replacement	761	753	696
Job Placement Rates CTE/SPED Programs (Based on internal program data)	89%	90%	90%

4. How can you improve your completion numbers in your CO, CA, AS?

- Completion numbers for AST, CTE, and SPED are well above average, and the reason for these high rates is because all three programs offer wrap-around student support services. For example, all three programs offer a program orientation, peer mentors, personalized academic advising and counseling, professional development workshops, and a future teachers' club, which has allowed the faculty to track students' progress and intervene when there are challenges.

5. For duplicated programs in the UHCC System, how can you position yourself to have a unique program?

- The AST, CTE, and SPED programs are only offered at Leeward CC. The CTE and SPED licensure programs are the only ones offered by a community college in the United States.

6. Can your program be revised to be consolidated or merged into another program? If yes, what revisions would you recommend in your curriculum and how many full-time or part-time personnel would you need for this consolidation or merger?

- Since all three programs are unique in the community college system, there are no programs for it to merge with.

7. How can your division have common core classes, so your program is not competing with other programs?

- Since all three programs are unique in the community college system, there are no programs for it to compete with.

8. Are there certificates within your program that can be combined, consolidated, revised, or deleted?

- No, all Teacher Education certificates are unique and serve a specific purpose to support students in their academic path in becoming a paraprofessional and/or licensed teachers.

9. How do you address underloaded faculty in your program and what is your solution?

- In the 14 years of the Teacher Education program's existence, there has never been an instance where ED FTE faculty have less than the required teaching load.

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**UHCC Organization and Resource Plan
Campus Feedback Template
Academic Programs**

The UHCC System is looking to assess academic offerings at the campus level and via cross-campus work groups of related programs, as well as to take academic actions as appropriate. This exercise will be an opportunity for programs and departments to provide feedback on the direction of these conversations at both the campus and system levels.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14). Please identify your program and convener below:

Campus:	Leeward Community
Academic Program Name:	Waianae Moku (WM)
Convener:	Danny Wyatt
Date(s) Convened:	2/19/21

As you go through this exercise, we encourage work groups to keep the following in mind:

- Keep an open mind
- Please do not feel the need to fill out every section

The Goal of Assessing Academic Offerings. As you guide your work groups through this exercise, keep in mind the goals framing these conversations:

- Decrease duplication of programs and course offerings across campuses
- Coordinating course scheduling across campuses
- Expanding access to programmatic offerings

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Points of Discussion. Work Groups will provide feedback on the following aspects listed below. *(Navigation: Click a link to move to the respective section. Each page will have a link in the footer which will return you to this main menu.)*

- [Program Reorganization Models](#)
- [Alignment of Curriculum and Sharing of Course Offering Across Campuses](#)
- [Questions](#)

SECTION 1: Program Reorganization Models. When programs are low enrolled and/or duplicated or similar across campuses, faculty and administrators should plan for reorganization using one of the following models:

- *Program offered by one campus with remote or hybrid delivery at other campuses:* One campus offers a program for students at other campuses. At other campus sites, the program is primarily online though there may be in-person offerings at other campuses.
- *“Hub and Spoke:”* A “hub” campus offers a program (or specialization at their own campus as well as on-campus at other campuses). A program may have more than one hub. Hub campus(es) will offer the academic program, and program instructors will be associated with the hub campus. Students at the “spoke” campus(es) would have the opportunity to participate in the program face-to-face.
- *Consortium Program:* One campus is the lead campus and multiple campuses contribute courses through coordinated scheduling.

Complete the table below to identify the most desirable model for the program(s). Indicate any comments or concerns your department might have regarding these proposed models as they apply to the program(s).

Model	Rank Order (Rank each option in order of desirability as it applies to your program, with 1 being the most desirable option and 3 being the least)	Comments / Considerations / Concerns regarding the model
Program offered by one campus with remote or hybrid delivery at other campuses		
“Hub and Spoke”	1	The Pearl City (PC) campus would be considered the “Hub” and the Waianae Moku (WM) campus would be considered the “Spoke”. The courses that are offered at WM are primarily general education and taught in-person, hybrid, or

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		<p>online (asynchronous or synchronous). There are seven dedicated faculty that teach the disciplines of English, Science, Hawaiian Studies, and Math) at WM with the balance of instructors are lecturers from the PC campus. Several CTE courses are taught at WM and are primarily full-time instructors or lecturers from the PC campus.</p>
<p>Consortium Program</p>	<p style="text-align: center;">2</p>	<p>Discussions are ongoing to complete the renovation of the WM campus to include:</p> <ul style="list-style-type: none"> • Construction of 3 “Maker’s Space” work-areas and associated storage areas for equipment/supply storage. The “Maker’s Spaces” would provide flexibility for more OCEWD/CTE course offerings which is where increased enrollment opportunities lie. • Construction of “Community Room” for community activities (theater presentations, community meetings, special events). • Construction of Hula/Yoga Room (mauka of room 125) for increased Native Hawaiian offerings. • Renovation of Storage Room (mauka of room 133) for furniture and electronic equipment storage. <p>The three “Maker’s Space” or multi-functional labs will focus on industry credentialing with leads to credit programs where possible:</p> <p>1) Interchangeable Trades Lab (articulate to credit at LeeCC or HonCC where possible). (HVAC, Welding / Marine Welding, Electrician Training / Wiring, Integrated Industrial Technology, Facilities Maintenance, Intro to Automotive, Solar PV)</p> <p>2) Health Lab (articulate to credit with KapCC where possible). (Medical Assisting, Certified Nurse Aide, Pharmacy Technician, Medical Reimbursement Specialist, LPN to RN to UHWO articulations)</p> <p>3) Hospitality Lab (articulate to credit at LeeCC or KapCC where possible). (Small Commercial Kitchen, Small Baking Lab, Business Incubator,</p>

		Hotel Operations Lab (front office, housekeeping, dining room, beverage)
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		<p>Increasing enrollment in medical training programs coordinated with the Waianae Comprehensive Health Center as was done prior to our move to the new campus facility.</p> <p>To better meet the needs of the higher number/percentages of Native Hawaiian students enrolled in the Wai’anae Moku campus, provide additional alternative employment related degree and certificate-oriented courses as well as CTE non credit employment centered training opportunities.</p>
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SECTION 2: Alignment of Curriculum and Sharing of Course Offering Across Campuses.

Coordination of academic plans and schedules across campuses, as well as alignment of courses, will enable students to make academic progress and reduce reliance on lecturers and faculty overload. Work groups’ proposed actions for curriculum alignment, sharing of course offerings, and critical review of small classes should proceed.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your programs (pages 4-14)

<p>Report on Progress and Plans</p> <p>In the space below, please describe in detail the progress your work group has made towards alignment, and what your forthcoming plans entail. You may indicate recommendation in the spaces at the bottom of the table based on</p>	
Considerations	Recommendations

Data	<p style="text-align: right;"><u>Semester # %</u></p> <p><u>Spring 2021</u> <u>Lecturer Taught classes/sections 36 56%</u> <u>FTE taught classes/sections 28 44%</u></p> <p><u>Fall 2020</u> <u>Lecturer Taught classes/sections 35 52%</u> <u>FTE taught classes/sections 32 48%</u></p> <p><u>Spring 2020</u> <u>Lecturer Taught classes/sections 32 52%</u> <u>FTE taught classes/sections 29 48%</u></p>
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Fall 2019

Lecturer Taught classes/sections 45 61%

FTE taught classes/sections 29 39%

Lecturer/FTE Wai'anae Moku Faculty

- A reduction in lecturers available to teach at the Wai'anae Moku campus would result in a reduction in course offerings, reduced certificate course offerings (CSAC), narrowing of course offering to required and co-req courses. Narrowing of course selection for students – probably lower retention and completion rates.
- FTE faculty teach just less than half Wai'anae Moku classes, the other half, slightly more, are lecturer faculty. Only two or three tenured faculty travel to the Wai'anae Moku to teach on a regular basis, partly due to the campus's offering evening classes. • With Jennifer Wharton's return in Fall Semester, FTE percentages will increase helping reduce the percentage of classes taught by lecturer faculty.

Wai'anae Moku Retention

Fall to

Wai'anae

Transfer to

Total: Transferred to

Graduated

Spring

Moku

Pu'uloa

4-Year UH

campus

School

2016 47% 19% 66% 1% 2%

2017 47% 21% 68% 2% 1%

2018 53% 21% 71% 1% 1%

2019 53% 16% 69% 1% 3%

Fall to Fall Wai'anae

Transfer to

Total: Transferred to

Graduated

Moku

Pu'uloa

4-Year UH

campus

School

2016/7 30% 17% 47% 3% 3%

2017/8 32% 18% 50% 3% 3%

2018/9 32% 20% 52% 4% 4%

2019/20 22% 27% 49% 3% 3%

DevEd ENG Pass Rate:

Wai'anae Moku ENG 98B and ENG

Pu'uloa Campus ENG 98B, ENG

22

22 & ENG 24

2016 68% 69%

	<u>2017 60% 68%</u> <u>2018 52% 74%</u> <u>2019 66% 69%</u>
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	<p style="text-align: center;">DevEd Math Pass Rate:</p> <p style="text-align: center;">Wai'anae Moku All Math DevEd Pu'uloa Campus All Math DevEd <u>Courses</u> <u>Courses</u></p> <p style="text-align: center;"> <u>2016 57% 65%</u> <u>2017 48% 60%</u> <u>2018 70% 64%</u> <u>2019 61% 72%</u> </p> <p style="text-align: center;">Other Course Pass Rates:</p> <p style="text-align: center;">Wai'anae Moku Course Pass Pu'uloa</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>Campus</u></th> <th style="text-align: center;"><u>Course Pass Rate</u></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;"><u>Wai'anae Moku ANTH 151 Pu'uloa Campus ANTH 151</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2016 88% 94%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2017 91% 92%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2018 85% 93%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2019 92% 99%</u></td> </tr> <tr> <td colspan="2" style="text-align: center;"><u>Wai'anae Moku BIOL 124 Pu'uloa Campus BIOL 124</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2016 100% 100%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2017 90% 100%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2018 94% 100%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2019 86% 86%</u></td> </tr> <tr> <td colspan="2" style="text-align: center;">Wai'anae Moku Course Pass Pu'uloa Campus Course Pass</td> </tr> <tr> <td></td> <td style="text-align: right;"><u>Rate</u></td> </tr> <tr> <td colspan="2" style="text-align: center;"><u>Wai'anae Moku ENG 100 Pu'uloa Campus ENG 100</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2016 61% 2016 70%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2017 60% 2017 64%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2018 63% 2018 70%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2019 60% 2019 65%</u></td> </tr> <tr> <td colspan="2" style="text-align: center;"><u>Wai'anae Moku ENG 200 Pu'uloa Campus ENG 200</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2016 100% 2016 66%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2017 70% 2017 74%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2018 57% 2018 70%</u></td> </tr> <tr> <td></td> <td style="text-align: right;"><u>2019 77% 2019 81%</u></td> </tr> <tr> <td colspan="2" style="text-align: center;"><u>Wai'anae Moku HAW 101 Pu'uloa Campus HAW 101</u></td> </tr> </tbody> </table>	<u>Campus</u>	<u>Course Pass Rate</u>	<u>Wai'anae Moku ANTH 151 Pu'uloa Campus ANTH 151</u>			<u>2016 88% 94%</u>		<u>2017 91% 92%</u>		<u>2018 85% 93%</u>		<u>2019 92% 99%</u>	<u>Wai'anae Moku BIOL 124 Pu'uloa Campus BIOL 124</u>			<u>2016 100% 100%</u>		<u>2017 90% 100%</u>		<u>2018 94% 100%</u>		<u>2019 86% 86%</u>	Wai'anae Moku Course Pass Pu'uloa Campus Course Pass			<u>Rate</u>	<u>Wai'anae Moku ENG 100 Pu'uloa Campus ENG 100</u>			<u>2016 61% 2016 70%</u>		<u>2017 60% 2017 64%</u>		<u>2018 63% 2018 70%</u>		<u>2019 60% 2019 65%</u>	<u>Wai'anae Moku ENG 200 Pu'uloa Campus ENG 200</u>			<u>2016 100% 2016 66%</u>		<u>2017 70% 2017 74%</u>		<u>2018 57% 2018 70%</u>		<u>2019 77% 2019 81%</u>	<u>Wai'anae Moku HAW 101 Pu'uloa Campus HAW 101</u>	
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	<u>2016 78%</u> <u>2016 73%</u> <u>2017 74%</u> <u>2017 82%</u>
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	<u>2018 71%</u> <u>2018 91%</u> <u>2019 69%</u> <u>2019 87%</u> <u>Wai'anae Moku HAW 102 Pu'uloa Campus HAW 102</u> <u>2016 44%</u> <u>2016 89%</u> <u>2017 2017 75%</u> <u>2018 94%</u> <u>2018 64%</u> <u>2019 78%</u> <u>2019 74%</u> HWST HWST <u>107</u> <u>107</u> <u>2016 74%</u> <u>2016 74%</u> <u>2017 47%</u> <u>2017 74%</u> <u>2018 64%</u> <u>2018 71%</u> <u>2019 78%</u> <u>2019 85%</u> HWST HWST <u>270</u> <u>270</u> <u>2016 65%</u> <u>2016</u> <u>2017 73%</u> <u>2017 67%</u> <u>2018 89%</u> <u>2018 65%</u> <u>2019 61%</u> <u>2019 85%</u> <u>Wai'anae Moku MATH 100 Pu'uloa Campus MATH 100</u> <u>2016 69%</u> <u>2016 79%</u> <u>2017 77%</u> <u>2017 71%</u> <u>2018 67%</u> <u>2018 75%</u> <u>2019 68%</u> <u>2019 79%</u> <u>Wai'anae Moku MATH 103 Pu'uloa Campus MATH 103</u> <u>2016 42%</u> <u>2016 55%</u> <u>2017 46%</u> <u>2017 56%</u> <u>2018 59%</u> <u>2018 64%</u> <u>2019 52%</u> <u>2019 67%</u> <u>Wai'anae Moku MATH 115 Pu'uloa Campus MATH 115</u> <u>2016 70%</u> <u>2016 60%</u> <u>2017 61%</u> <u>2017 61%</u> <u>2018 67%</u> <u>2018 59%</u> <u>2019 60%</u> <u>2019 72%</u> <u>Wai'anae Moku POLS 110 Pu'uloa Campus POLS 110</u> <u>2016 86%</u> <u>2016 68%</u> <u>2017 59%</u> <u>2017 71%</u> <u>2018 100%</u> <u>2018 64%</u> <u>2019 94%</u> <u>2019 80%</u>
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Wai'anae Moku PSY 110 Pu'uloa Campus PSY 110
 2016 85% 2016 63%
 2017 60% 2017 67%
 2018 94% 2018 75%
 2019 89% 2019 62%

Wai'anae Moku SP 151 Pu'uloa Campus SP 1510
 2016 77% 2016 77%
 2017 90% 2017 73%
 2018 95% 2018 81%
 2019 74% 2019 77%

**Course Fill Rate:
 Semester Percentage of Course
 Sections**

Spring 2017 62%
Fall 2017 74%
Spring 2018 72%
Fall 2018 76%
Spring 2019 68%
Fall 2019 79%
Spring 2020 70%
Fall 2020 81%

Age Characteristics of Wai'anae Moku vs Pu'uloa Campus Student Body
Wai'anae Moku Pu'uloa Campus

Fall 2018 Age Percentage
Fall 2018 Age Percentage
S

EC-21 46% EC-21 55%
22 - 29 21% 22 - 29 28%
30 - 59 33% 30 - 59 16%

Fall 2019 Age Percentage
Fall 2019 Age Percentage
S

EC-21 52% EC-21 57%
22 - 29 19% 22 - 29 26%
30 - 59 30% 30 - 59 17%

Fall 2018 Age Percentage
Fall 2018 Age Percentage
S

EC-21 58% EC-21 64%

22 - 29 17% 22 - 29 20%
30 - 59 24% 30 - 59 16%

Gender Characteristics of Wai'anae Moku vs Pu'uloa Campus Student Body

Wai'anae Moku Pu'uloa Campus

Year Male Femal

Year Male Femal

e

e

2017 38% 61% 2017 45% 54%

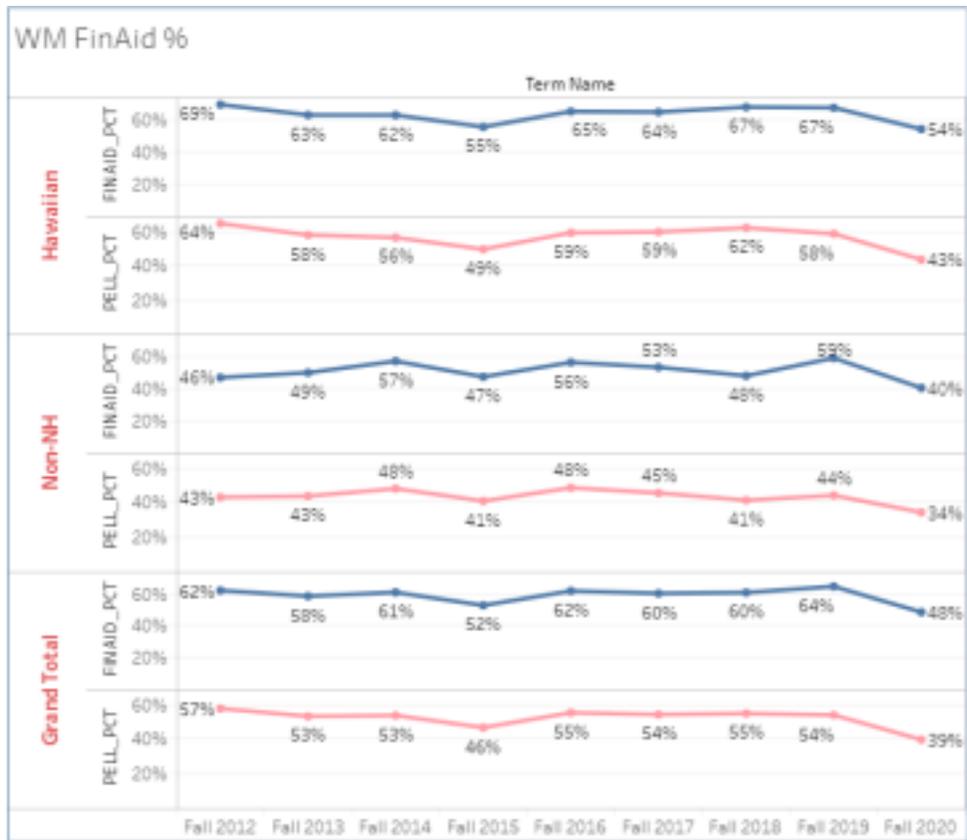
2018 37% 61% 2018 44% 54%

2019 35% 60% 2019 43% 54%

2020 36% 57% 2020 39% 55%

Wai'anae Moku Financial Aid Recipients by Percentage

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Pu'uloa Campus Financial Aid Recipients by Percentage

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Native Hawaiian Student Population

Wai'anae Moku Campus Pu'uloa Campus

2017 62% 2017 24%

2018 65% 2018 24%

2019 68% 2019 24%

2020 59% 2020 24%

Policies	
Procedures	

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Other	
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SECTION 3. Questions. Please use this section to include any questions your work group might have.

How would our division/discipline address persistently low-enrolled courses?

If “low enrolled” is defined as classes with less than 50% full enrollment, or 10 students, whichever is greater:

MATH 111/112 (8/5 enrolled) were offered in Fall and Spring Semester as students needed the course to graduate. Students would have withdrawn from Math and not enrolled in online offerings because of past experience. **To reduce offering this course with low enrollment, coordinating with Pu’uloa campus to offer sections during alternate years – one-year sequence is offered at Pu’uloa campus, the following year at Wai’anae Moku – which should reduce the likelihood of low enrollment.**

BIOL 124L (7 enrolled) during Fall Semester. This was the exception to the rule – **we need to determine a better time to offer the lab.** HAW 201 & 202 (8 enrolled in Fall Semester). **Need to reduce offerings to once a year – Spring Semester. Increase offerings of HAW 101 and 201 in Fall, reduce in Spring adding HAW 202 & 102 so courses are more sequential.**

HSER 245 & 248 (9 enrolled in HSER 245 Fall Semester): **Offer reduced number of HSER sections (2 in Fall, 1 in Spring), sequence courses – offer HSER 245 Fall Semester, HSER 248 Spring Semester.**

How can WM improve completion numbers?

- To increase pass rates in Math and English courses, Peer Mentors will be allocated to attend class and coordinate with the instructors in all college level (100 level and above) classes. In addition, Hawaiian Language and other content courses requesting Peer Mentors will also have that support opportunity. This academic support is particularly important for the Native Hawaiian and higher non traditional student body at the Wai’anae Moku campus.
- Provide equitable academic support services for students enrolled in evening courses as this would assist the non-traditional student body that makes up such a large percentage of Wai’anae Moku enrollment.
- Continue to provide assistance on financial aid application completion processes; this is especially necessary for the Native Hawaiian and non-traditional student bodies.
- To better meet the needs of the higher number/percentages of Native Hawaiian students enrolled in the Wai’anae Moku campus, provide additional alternative employment related degree and certificate-oriented courses as well as CTE non-credit employment centered training opportunities.

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[Organizational and Resource Plan 3](#)

How can WM have common core classes, so we’re not competing with other programs?

Coordinate with the Pu’uloa campus Divisions on coordinating course offerings at the Wai’anae Moku. Coordinate with other UHCC programs to see what CTE courses can be offered at the Wai’anae Moku in order to reduce underperforming programs at other UHCC campuses (KCC’s EMT training for example).

Annual Program Review Data for the Information and Computer Science Program

ICS ARPD Data			
	2017-18	2018-19	2019-20
Degrees & Certificates:			
Leeward	117	249	256
Hawaii	31	31	31
Honolulu	77	91	87
Kapiolani	55	116	86
Fill Rate:			
Leeward	91.5%	90.6%	87.8%
Hawaii	63.7%	76.6%	60.4%
Honolulu	72.6%	69.3%	57.5%
Kapiolani	81.5%	78.3%	83.6%
Transfers:			
Leeward	33	27	29
Hawaii	2	1	4
Honolulu	37	38	12
Kapiolani	26	13	16
DE Sections:			
Leeward	17	30	38
Hawaii	0	2	4
Honolulu	0	0	2
Kapiolani	17	18	29

**UHCC Organization and Resource Plan
Campus Feedback Template
Centralization of Key Operational Units**

As you are aware, the UHCC System is looking to centralize key operational units to improve consistency and responsiveness to student and UHCC needs. This exercise will be an opportunity for your respective areas to provide feedback on various aspects of centralization efforts.

For reference, please see the [Organizational & Resource Plan 3](#) for specific details regarding your units (pages 2-4). Please identify your unit and convener below:

Campus:	Leeward Community College
Unit:	Admissions & Records
Convener:	
Date(s) Convened:	

As you go through this exercise, we encourage work groups to keep the following in mind:

- Keep an open mind
- Please do not feel the need to fill out every section

The Goal of Centralization. As you guide your unit through this exercise, keep in mind the goals of centralization, which are to:

- increase efficiency in workflows
- decrease duplication of effort within units and across campuses
- create a more streamlined experience for students and/or employees

Points of Discussion. Work Groups will provide feedback on the following aspects listed below. *(Navigation: Click a link to move to the respective section. Each page will have a link in the footer which will return you to this main menu.)*

- [Functions to be centralized vs. campus-based](#)
- [Resources needed to enable transition to centralized services which may include policies, procedures, and staffing](#)
- [Timeline of key milestones for transitioning to centralized services](#)
- [Key decisions that need to be made](#)
- [Opportunities and risks associated with centralizing functions](#)
- [Key performance indicators to determine impact](#)
- [Questions](#)

SECTION 1: Functions to be centralized vs. campus-based. Complete the below table by

categorizing the functions of your offices by those which should be centralized and those which will be campus-based.

Functions to be <i>Centralized</i>	Functions to be <i>Campus-Based</i>
<p>1. Application Intake and initial review</p> <ul style="list-style-type: none"> - Clean up data discrepancies (name changes, birthdate, SSN, etc.) - Update majors for select programs (if applicable) - Eventually phase up so that application intake through acceptance is handled centrally and campuses only handle any program-specific requirements if any, and otherwise focus only on onboarding <p>2. Determine residency and follow-up with applicants for additional residency documentation if necessary</p> <p>3. Review and update health clearance information and placing of health clearance holds. Ideally also handle all submission of health clearance documents for new UHCC students</p> <p>4. Forward apps that are ready for acceptance to the proper individual campuses</p> <p>5. Provide assistance with applicants via phone and email regarding pre-acceptance application status and any additional information required before application can be accepted</p> <p>6. Coordinate with UHCC System representatives regarding special application initiatives, or special processing for target groups etc.</p>	<p>1. Complete final acceptance of apps forwarded to campus by Central Admissions</p> <ul style="list-style-type: none"> - Update decision in Banner - Create student record in banner - Place any applicable campus holds (eg orientation holds etc.) - Eventually transition all admissions steps/stages to the central office <p>2. Handle onboarding process and outreach to assist with preparing student to register for upcoming term</p> <p>3. Process change of home institution requests</p> <p>4. Handle residency appeals for new students that dispute their initial residency status for tuition purposes as initially determined by the central admissions office.</p> <p>5. Change of major requests</p>

SECTION 2: Resources needed to enable transition to centralized services. Please provide feedback regarding the resources your unit will need to transition towards centralization, including policies, procedures, staffing, and any other concerns or considerations.

Resources	Considerations
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Policies	- Union contract implications should current staff have to be transitioned to a centralized office, as well as potential changes to position descriptions and duties for staff that remains with the campus admissions office
Procedures	- Campus specific procedures for how central office should handle various programs
Staffing	- The Leeward Admissions Office is down to one clerical supervisor position, not including the registrar and assistant registrar, after the legislature removed our vacant clerk position at the outset of the pandemic. Depending on how a central office would be created in terms of staffing, the campus may be left without any full time admissions staff if each campus will be expected to donate a position or two to the central office.
Other	- Dedicated server/storage location for admissions files so that campuses can access the records for those who enroll. OnBase is an existing scan/store/retrieve workflow system already in use in the UH system and could potentially be used for file sharing between the central admissions office and individual campuses -

SECTION 3: Timeline of key milestones for transitioning to centralized services. Please identify key milestones you believe your unit will need to accomplish in the transition towards centralization, including details regarding when and how you believe the milestones should be completed.

Milestone	Estimated Date of Completion (indicate month and year)	Details regarding this milestone and timing

SECTION 4: Key decisions that need to be made. Please identify any key decisions which will need to be made in the noted areas.

	Key Decisions
Policies	<ul style="list-style-type: none"> - Record retention and sharing. Campuses will need to be provided with the application files as they will ultimately be responsible for those records once the student enrolls at the campus
Procedures	<ul style="list-style-type: none"> - Determining a 'standard' process for application processing that is acceptable for all campuses. While the end result is essentially the same, currently each campus
Staffing	<ul style="list-style-type: none"> - How many FTE is required for a central office and where will the positions come from? Can each campus afford to lose any more positions in Admissions? If positions are 'donated' by campuses, how do you make that equitable when different campuses have different number of staff and different work loads in terms of application volume?
Other	

SECTION 5: Opportunities and risks associated with centralizing the functions. In thinking about centralization, what opportunities does your unit see in the centralization process? What aspects of your work might be improved? In turn, what risks or concerns does your unit have regarding centralization? What challenges might centralization present for your work flows?

Opportunities with Centralization: What can potentially improve?	Risks or Concerns with Centralization: What are potential challenges?
<ul style="list-style-type: none"> - More uniform application turnaround time across campuses - Improved coordination for dealing with last minute system initiatives and admissions campaigns that seem to pop up every admissions cycle - Handling bulk of initial app processing can free up campus to focus more on onboarding to hopefully improve admissions yield rates - Consolidation of the receipt and record updating for health clearances and solving problem of students sometimes having to submit documents to multiple campuses 	<ul style="list-style-type: none"> - Loss of individual campus identity - Confusion by applicants who may not know whether they should be contacting a campus directly or contacting the central admissions office - The potential loss of staff to a central office may leave campuses without enough remaining staff to be able to effectively work on onboarding and enrollment efforts - It might not work

SECTION 6. Key performance indicators to determine impact. Please indicate performance indicators which your unit feels will demonstrate the impact centralization will have on your unit and your work flows. You may want to consider this from an array of factors (i.e., response time to students and/or other employees, timeliness of meeting deadlines, ability to communicate across campuses with more ease, etc.).

Performance Indicator	Details
Application Yield Rate	While there always seems to be system concerns over numbers of applications submitted, the real concern and focus should be on the abysmal yield rates that are traditionally seen across the UHCC campuses. Centralizing the admissions process as much as possible may allow campuses the ability to focus on onboarding efforts and getting accepted applicants to become enrolled students.
Application Processing times	Processing times can vary widely between campuses due to differences in volume and staffing. Consistent and hopefully quicker average time to acceptance may help keep applicants engaged and on track towards actual enrollment

SECTION 7. Questions. Please use this section to include any questions you might have.

Where will the central office be located?