Leeward Community College
Senate Agenda
Wednesday, April 21, 2004
3:00 – 5:30 pm
AM 209

I Approval of Minutes

II Reports
A. Standing Committee Chairs:
   1. Budget and Planning—Joe Chernisky, Frank Sherry
   2. Faculty (also Ctte on Cttes)—Linda Currivan, Ruth Pfeiffer
   3. Elections—Stephanie Palombo
   4. Academic/Institutional Support—Cindy Martin
   5. Legislative Relations—Joe Chernisky, Frank Sherry
   6. Student Committee (also ODE Coordinator)—Ron Flegal
   7. Program Review—Kathy Hill
   8. Curriculum (also AA Revision Ctte)—Paul Lococo

B. Ad Hoc Committee
   1. Senate Service Committee—Mimi Nakano

C. Chair’s Report
   1. BOR Meeting/ACCFSC Meeting. WCC 3/16/04.

III New Business

IV Announcements

V Adjournment
*Future Senate Meeting: May 5.
LEEWARD COMMUNITY COLLEGE
2003 – 2004 Faculty Senate

APPROVED Minutes of the April 21, 2004 Meeting

James Goodman, Chair
Nancy Buchanan, Vice Chair
Candace Hochstein, Secretary


SENATORS EXCUSED: M. Nakano, L. Yamada

GUESTS: Jeannie Thompson, Kay Porter, Daniel Chun (Student Government), Steven Boun (Student Government), Eli Tsukayama (Student Government)

CALL TO ORDER: The meeting was called to order at 3:16 p.m. with a quorum.

APPROVAL OF THE MINUTES: The minutes were approved with minor amendments. They were
-page one: Include Senator Warren Imada as present.
-page five under Announcements:
-delete colon in second sentence after were. The sentence should read, “Some of the key points she highlighted were
-make capital “G” in governor a small “g” under first bullet. The sentence should read, “A six year contract is legal and enforceable regardless is there is a different governor or Legislature inheriting it.
-delete “it” in third sentence under third bullet. The sentence should read, “Increased revenues from tuition would amount to approximately $700 additional for UH Manoa and $200 additional for community college Students.”

COMMITTEE REPORTS:

BUDGET AND PLANNING – Senators Chernisky and Sherry submitted a report in which they encouraged Senators to not only be aware of, but to also review information at specific web sites. These were:
-Biennium Budget Highlights – Note that this Historic Integrated Financial Plan (IFP) covers a 6 year span from 2005-2011. Also, the UHPA 6 year contract (2003-2009) will cost the UH System $39 million dollars. See www/hawaii.edu/vpaa/ website for details.
-Enrollment as a key criterion for State’s G-funds (Tuition/Fees revenues) – LCC’s Spring 2003 head count was 5557, Spring 2004 head count was 5725. This was an increase of 168.
-LCC “Stocktaking” – This was a power point presentation at the Council of Chancellors (February 25, 2004) and Board of Regent meeting at LCC (March 19, 2004). It had the Actual Operating Budget for Fiscal Year 2003 and Projected Operating Budget projected for FY 2004, including OCET and Summer Sessions. It was encouraged that the Senators compare LCC’s Strategic Financial Plan for 2002-2010 with KCC’s Strategic Financial Plan.

-Priorities and Criteria for Community Colleges – Primarily, designate a specific amount of money for implementing the UHCC Strategic Plan (especially, Goal D: Human Resources). Secondarily, designate monies for implementing the 7 Community College Strategic Plan requests.

The Senators were encouraged to bookmark and review the VPAA (Vice President for academic Affairs) and BOR (Board of Regents) websites for the information.

FACULTY COMMITTEE – No report at this time.

ELECTIONS COMMITTEE - No report at this time.

ACADEMIC/INSTITUTIONAL SUPPORT – Senator Martin asked for a volunteer for the Travel Grant committee. Chair Goodman volunteered.

LEGISLATIVE RELATIONS – No report at this time.

STUDENT COMMITTEE – No report at this time.

PROGRAM REVIEW COMMITTEE – Senator Hill gave a progress report of what the Program Review Committee has completed to date. She stated that the Dean of Instruction in conjunction with the Program Review Committee will be in charge of program review.

She brought in samples of templates where the first four of six columns have been approved by the Program Review Committee. The committee designed the following process:

- each program must complete the first four columns of the template in order to be approved by the committee.
- once the four columns are approved, the program may then collect data for this Academic Year (2003-2004).
- during each fall semester, programs will analyze data and prepare action plans.
- the program will collect the same data at the end of next Academic Year (2004-2005) to have two data points for comparison.

The templates and programs Senator Hill is working with are for the Academic Programs only. You may see the templates on the LCC website. Go to www.lcc.hawaii.edu and click on Assessment (lower left corner). Do not try to login. Click on Instruction and then click on Program Review Forms in Progress. Select a program and click Download.
MOTION: 04-12 (Reese/Lococo) Commend Kathy Hill for all of the hard work she and her committee have done on Program Review.

PASSED Unanimously

Concern regarding the fact that Program Review on non-Academic areas was not being reviewed by the Faculty Senate was strongly voiced.

CURRICULUM COMMITTEE – Senator Lococo brought forth the following items:
- MATH 111 – course modification. This course is being modified to meet the mathematics requirement for pre-education majors. This course will not lengthen the time for students for complete the program. Math 111 is the first part of a two-course sequence for elementary education majors. Math 112 (Math for Elementary Education II) is the second course. This modification is to keep the Math 111 current and in alignment with UH Manoa’s Math 11 and those of other community colleges and UH Hilo.

MOTION: 04-13 To accept the course modification of MATH 111 as proposed.

PASSED - Unanimously

-English 22, 100, 201 and 215 – course modification. The Student Learning Outcomes and Course Content have been changed to make the language clearer and more precise for each course. To add the prerequisite of ENG 100 for ENG 201 and 215 also.

MOTION: 04-14 To accept the course modification of ENG 22, 100, 201 and 215 (to change the student Learning Outcomes and Course content changed to make the language clearer and more precise for each course). And to add the prerequisite of ENG 100 for ENG 201 and 215.

PASSED - Unanimously

- Accounting 150 – course modification, updating the following:
  1. OAT 136 changed to BUS 136.
  2. The Accounting Program is currently seeking a degree re-designation from A.A.S. to A.S. Therefore, A.A.S. was changed to AS. on the condition that the redesignation is approved.
  3. Changed A.A.S. to A.S. and added Certificate in Small Business Accounting (on the condition that the certificate is approved).
  4. Entered missing information from original core outline regarding justifying the need for the course.
  5. Updated to conform with current strategic plan.
6. Several other small changes to fill in missing or erroneous information.

**MOTION: 04-15 To accept the modifications as presented for Accounting 150.**

PASSED - Unanimously

- Business 201 – course modification and deletion of OAT 121 as prerequisite. Modification - information was added updating the course to conform with current strategic plan; and, updating information regarding the role of this course in degree and certificate programs. Deletion – of OAT 121 as a prerequisite. All of the prerequisites and co requisites remain the same.

**MOTION: 04-16 To accept the modifications on BUS 201 and deletion of OAT 121 as a prerequisite for BUS 201.**

PASSED - Unanimously

- ICS 113 and 130 – Deletion of Courses from Curriculum Central. These course numbers were changed to ICS 106 (113) and ICS 110 (130) in a previous Senate Meeting. The deletion of the numbers is because Curriculum Central is unable to automatically change numbers of courses. This situation has been changed as of 4/21/2004.

**MOTION: 04-17 To accept the deletion of ICS 113 and 130 due to computer technicalities. The reality is that they have already had number changes to 106 and 110.**

PASSED Unanimously

- Accounting 100B, 100C, 100D (1 credit each) and Law 211 – Deletion of courses due to their not being offered and not planning to offer them in the future. The deletion of these courses will not adversely affect any program.

**MOTION: 04-18 To accept the deletion of Accounting 100B, 100C, 100D and Law 211 as presented.**

PASSED Unanimously

- Proposal to Modify the Certificate of Competence in E-Commerce for Entrepreneurs. The modification would replace Accounting 100B, 100C, and 100D (1 credit each) with Accounting 201 (3 credits).
MOTION: 04-19 To accept the modification for the Certificate of Competence in E-Commerce for Entrepreneurs of deleting Accounting 100B, 100C, 100D and replacing them with Accounting 201.

PASSED Unanimously

Proposal to re-designate the A.A.S. in Accounting to A.S. in Accounting.
Justification:
1. All courses in the current Accounting Program are at the baccalaureate degree level and meet the rigor required for such courses.
2. An articulation agreement is currently in place with the University of Hawaii-West Oahu.

MOTION: 04-20 To accept the re-designation of the Accounting degree from an Associate in Applied Science to an Associate of Science degree.

PASSED Unanimously

Proposal to revise the Course Proposal Form in Curriculum Central.
Proposed change: to change the question in field #29 to: “Will a Textbook be Required for this Course?”
What is currently in the field: “Currently Available Textbook Option and supplies, if required.”
Rational:
1. Textbooks, even for non-technical disciplines, are in a constant state of revision. The usefulness of this information for instructors planning to teach particular courses in the future is very limited.
2. Out-of-discipline members of the Curriculum Committee usually have no way of evaluating the relevance or appropriateness of a particular textbook. The main concern is whether or not any textbook should be required for teachers of this course.
3. Often instructors teaching a similar course use different—though valid and appropriate—textbooks. This issue should be the concern of the relevant disciplines and divisions, rather than the Curriculum Committee.

Discussion centered on the concern that the rewording of the field:
- that individuals would just write “yes” and nothing else. This was felt to be inappropriate.
- how the change could affect articulation to other system institutions.
- the importance for new faculty to have this field as a reference source. This would be especially true if there is only one faculty member in the discipline.
- if it would affect the core outlines.
- that it would be important to know the type of supplies students would need for the course.
MOTION: 04-21 To accept the proposed change to field # 29 as presented.

FAILED Y-2; N-11; Ab-3

SERVICE COMMITTEE – No report at this time.

CHAIR’S REPORT:

Board of Regents’ meeting at Windward Community College on 13/16/2004

Chair Goodman reported that Ted Hong will not be continuing as member of the Board of Regents (BOR).

The Chair of the Faculty Senate Executive Committee from Honolulu Community College (Pat Patterson) submitted testimony on the issue of articulation – the issues centering around the Ethical and Oral focus requirements and their becoming 300 level courses Fall 2003. The testimonies centered around the issues: that originally the Focus requirements were intended to be upper and lower division courses; that the original intent was that all Focus requirement determinations would be patterned after the Writing Intensive model and honored across the UH System; and to work on making the transfer of students within the UH System seamless and hold students harmless during the transition period.

International Education Steering Committee – This is a system wide committee that discusses, recommends and coordinates international issues affecting the system and individual campuses. Becky George is the LCC liaison to the committee. Interested individuals should check out the www.hawaii.edu/oie website for more information.

Areas of substantial agreement about what belongs in the System

-International marketing for overall system
-Disseminating resources as available
-Maintaining a central website which would include all pertinent information for international students and scholars.
-Strategic coordination and facilitation of communication between campuses.
-Coordinating campus discussion and recommendations on system wide international education policy issues such as health insurance, student employment, and use of financial aid for study abroad.
-Coordinating senior level protocol visits/signing ceremonies.

Areas of substantial agreement about what belongs at the Campuses

-Campus specific exchange agreements
-International applications, testing and placement testing
-Niche marketing by campus
-Most protocol
-Recruitment
-Approval to develop and carry out projects
-Student housing.

-University Council on Articulation – This group is being reorganized. Members will be faculty, students, and Administration. Senator Currivan has consented to be LCC’s representative to this group.

-All Campus Council of Faculty Senate Chairs (ACCFSC) – this group is preparing a report on what they have learned on the various grading systems and models. The information will be shared at the next Senate meeting.

ADJOURNMENT: The meeting was adjourned at 5:15 PM.

RESPECTFULLY SUBMITTED: Candace Hochstein, Secretary
REVISION TO COURSE PROPOSAL FORM IN CURRICULUM CENTRAL

Presently, Field #29 in the New and Modified Course Proposal form in Curriculum Central asks: “Currently Available Textbook Option and Supplies, If Required.”

Proposed to change the question to: “Will a Textbook be Required for this Course?”

Rationale:
1. Textbooks, even for non-technical disciplines, are in a constant state of revision. The usefulness of this information for instructors planning to teach particular courses in the future is very limited (if any use at all).
2. Out-of-discipline members of the Curriculum Committee usually have no way of evaluating the relevance or appropriateness of a particular textbook; the main concern is whether or not any textbook should be required for teachers of the course.
3. Often instructors teaching a similar course use different—though valid and appropriate—textbooks. This issue should be the concern of the relevant disciplines and divisions, rather than the Curriculum Committee.

Therefore, it is the conclusion of the Curriculum Committee that the wording be changed in Field #29 as soon as is practicable.
MEMO TO:  Leeward Community College Faculty Senate  
Curriculum Committee

VIA:  Roy Kamida, Chair  
Business Technology Division

FROM:  Michael Fujita, Coordinator  
Accounting Program

Proposal:  The Business Division faculty members propose to modify the course requirements for the Certificate of Competence in E-Commerce for Entrepreneurs as follows:

<table>
<thead>
<tr>
<th>Current Requirements</th>
<th>Proposed Requirement</th>
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</thead>
<tbody>
<tr>
<td>ACC 100 B Accounting for Entrepreneurs (1 credit)</td>
<td>ACC 201 Financial Accounting (3 credits)</td>
</tr>
<tr>
<td>ACC 100 C Analyzing Financial Statements (1 credit)</td>
<td></td>
</tr>
<tr>
<td>ACC 100 D Accounting Information Systems (1 credit)</td>
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</tr>
</tbody>
</table>

Proposed Date of Implementation:  Fall 2004

Justification:

1. ACC 100 B, C and D are no longer offered and have not been offered for several years. ACC 201 will give students the skills necessary to record transactions for a sole proprietorship.

Division Vote:  
13  For
0  Against
0  Abstain

Date:  1/07/2004
MEMO TO: Leeward Community College Faculty Senate
Curriculum Committee

VIA: Roy Kamida, Chair
Business Technology Division

FROM: Michael Fujita, Coordinator
Accounting Program

Proposal: The Accounting Program faculty members propose to re-designate the Associate in Applied Science (A.A.S.) Degree in Accounting to an Associate in Science Degree in Accounting (A.S.).

Proposed Date of Implementation: Fall 2004

Justification:

1. All courses in the current Accounting Program are at the baccalaureate degree level and meet the rigor required for such courses.

2. An articulation agreement is currently in place with the University of Hawai‘i – West O‘ahu. The agreement states that students graduating with an Associate Degree in Accounting from Leeward Community College may transfer as classified students to the University of Hawai‘i – West O‘ahu’s Bachelor of Arts in Business Administration with a specialization in either General Business Administration or Accounting.

Division Vote: 13 For
0 Against
0 Abstain

Date: 1/07/2004
The following course proposals were reviewed by their respective subgroups and passed unanimously at the full Curriculum Committee meeting on April 1, 2004. We ask that the Faculty Senate accept our recommendations for the following:

**ENG 22  Introduction to Expository Writing (3 Credits) Modification**
Student Learning Outcomes and Course Content “have been changed to make the language clearer and more precise.”

**ENG 100 Expository Writing (3 Credits) Modification**
Student Learning Outcomes and Course Content “have been changed to make the language clearer and more precise.” Also, list of available textbooks has been updated, and list of UH Community Colleges which teach a similar course has been updated.

**ENG 201 Introduction to Creative Writing (3 Credits) Modification**
Student Learning Outcomes and Course Content “have been changed to make the language clearer and more precise.” Also, list of available textbooks has been updated, and prerequisites added (“ENG 100 or consent of instructor”).

**ENG 215 Advanced Expository Writing (3 Credits) Modification**
Student Learning Outcomes “have been changed to make the language clearer and more precise.” Prerequisites added (“ENG 100 or consent of instructor”). Changes in a few other items (such as catalog description) “are purely giving more information about the course. They make no real changes in the course.”

**MATH 111 Math for Elementary Teachers I (3 Credits) Modification**
From the Course Proposal: “This course is being modified to meet the mathematics requirement for pre-education majors. This course will not lengthen the time for students to complete the program. Currently, Math 100 or higher is used for the pre-education Majors at UH Manoa. Math 111 is the first part of a two-course sequence for elementary education majors. Math 112(Math for Elementary Education II) is the second course. This modification is to keep the Math 111 current and in alignment with UH Manoa’s Math 111 and those of other community colleges and UH Hilo.”

**ACC 150 Using Computers in Accounting (3 Credits) Modification**
From the Course Proposal: “As part of the Accounting Program’s course review process, the following items have been updated”:

1. OAT 136 changed to BUS 136 (alpha change)
2. The Accounting Program is currently seeking a degree re-designation from A.A.S to A.S. Therefore, A.A.S was changed to A.S on the condition that the re-designation is approved.
3. Changed A.A.S to A.S. and added Certificate in Small Business Accounting (on the condition that the certificate is approved)
4. Entered missing information from original core outline regarding justifying the need for the course.
5. Updated to conform with current strategic plan.
6. Several other small changes to fill in missing or erroneous information

**BUS 201 Microsoft Office Advanced (3 Credits) Modification**
From the Course Proposal: "As part of the Accounting Program's course review process," information was added updating the course to conform with current strategic plan; and, updating information regarding the role of this course in degree and certificate programs.

**ICS 113 Database Fundamentals (3 Credits) Deletion**
Course re-numbering to ICS 106 has already been approved by the Faculty Senate.

**ICS 130 Introduction to Programming (3 Credits) Deletion**
Course re-numbering to ICS 110 has already been approved by the Faculty Senate.

**ACC 100B Accounting for Entrepreneurs (1 Credit) Deletion**
**ACC 100C Analyzing and Interpreting Financial Statements (1 Credit) Deletion**
**ACC 100D Accounting and Information Systems (1 Credit) Deletion**
**LAW 211 Legal Environment of Business II (3 Credits) Deletion**
These courses have not been offered in several years and the Accounting Program does not intend to offer them in the future.

*The following program proposal was reviewed by a subgroup and passed unanimously at the full Curriculum Committee meeting on April 1, 2004. We ask that the Faculty Senate accept our recommendation for the following:*

**Proposal to Modify the Certificate of Competence in E-Commerce for Entrepreneurs**
Replace the ACC 100B,100C, and 100D (1 credit each) requirements with ACC 201: Financial Accounting (3 Credits).

*The following program proposal was reviewed by a subgroup and passed 13-0-1 at the full Curriculum Committee meeting on April 1, 2004. We ask that the Faculty Senate accept our recommendation for the following:*

**Proposal to re-designate A.A.S. in Accounting to A.S. in Accounting**
See handout for specifics of Business Technology Division proposal
### Evidence of Program/Unit Review: General Education Requirements (May 2004)

**Mission/Purpose:** Students will have the ability to analyze and make decisions on problems that may not have simple or singular solutions. Associates in Arts Degree Competency: Arts & Humanities, item 10. (LCC Catalogue 2003-2004, page 60)

**Goal/Objective:** For students to develop competence in abstract thinking

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Definition of Data Sample/Population</th>
<th>Method of Data Collection &amp; Source</th>
<th>Expected Level of Results/Performance</th>
<th>Actual Level of Results/Performance</th>
<th>Plan of Action</th>
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<tbody>
<tr>
<td>1. Recognize the possibility of more than one solution to a problem with no single right answer</td>
<td>Students currently enrolled in courses leading to an Associates of Arts degree. A random sample of the classes listed to equal a student population of approximately 100 with 50 coming from 100-level courses and 50 coming from 200-level courses. Courses: Sociology 100, Psychology 100, History 151, Philosophy 100, English 250 - 257, Psychology 240, and Anthropology 200.</td>
<td>Students will be given a multiple-choice test designed to assess abstract thinking ability.</td>
<td>Students in the 200-level courses will score, on average, 20 percent higher on the test than students in the 100-level courses.</td>
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<td>2. Demonstrate the ability to evaluate and engage in interpretation</td>
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Evidence of Program/Unit Review: General Education Requirements (May 2004)

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community (ref: LCC 2003-2004 Catalog, page 58).

**Goal/Objective:** For students to develop critical thinking

<table>
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<td>(ref: LCC 2003-2004 Catalog, page 59)</td>
<td>Samples of assignments of students who are currently enrolled in History 152, Political Science 110, and English 250 (WI) with a grade of C or better.</td>
<td>Survey teachers</td>
<td>For students passing the course with a grade of C or better:</td>
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<tr>
<td>Student Learning Outcomes:</td>
<td>Rationale: Based on Fall and Spring enrollment reports from academic years 2001-2002 and 2002-2003, these courses represent those most frequently taken by A.A. degree graduates.</td>
<td>Ask for sample assignments from the teachers assigned which demonstrate how students meet learning outcomes #1, #2 and #4.</td>
<td>a. No less than 80% of students will be able to perform the learning outcome #1.</td>
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<tr>
<td>#1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</td>
<td>These assignments will be assessed by a cross-disciplinary group of faculty who designed these assignments.</td>
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<td>b. No less than 50% of students will be able to perform the learning outcome #2.</td>
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<td>#2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem</td>
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<td>c. No less than 35% of students will be able to perform the learning outcome #4.</td>
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<td>#4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</td>
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**Evidence of Program/Unit Review: General Education Requirement (May 2004)**

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective For students to develop competence in quantitative reasoning.**

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<td>Students should be able to:</td>
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<tr>
<td>1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.</td>
<td>1. Students who are currently enrolled in science laboratory classes during the Spring Semester of 2004. (rationale: All students intending to earn an AA degree must complete 10 credits in Natural Sciences, including at least one laboratory course.)</td>
<td>To be determined. May include science faculty using existing lab reports to assess students learning outcomes or pairing math faculty with science faculty in reviewing ongoing student science lab reports for meeting student learning outcomes</td>
<td>See specific course templates for quantitative reasoning assessment.</td>
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<tr>
<td>2. Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.</td>
<td>2. Students in the following courses: Astro 110, Biol 100, Math 100, Math 115, Math 135, micro 130, Ocean 201, Sci 122. (rationale: Based on Fall and Spring enrollment reports from academic years 2000-2001, 2001-2002, and 2002-2003, these courses represent those most frequently taken by AA degree graduates)</td>
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Evidence of Program/Unit Review: General Education Requirement May 2004

Mission/Purpose: To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

Goal/Objective For students to develop competence in quantitative reasoning.

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<tr>
<td>4. Formulate and test hypotheses using numerical experimentation.</td>
<td>1. All students in the BIOL 101 course (rationale: Based on Fall and Spring enrollment reports from academic years 2000-2001, 2001-2002 and 2002-2003, these courses represent those most frequently taken by AA degree graduates)</td>
<td>If a research paper based on Lab 2 is required, evaluate the research report for students' competence in formulation of hypothesis and completion of a scientific research project. Or If the research report is not required, use Lab 2 (Seed Germination Experiment) to evaluate the stated outcome.</td>
<td>75% students will be able to score a C grade or better (70% or more) in the research report Or 75% students will demonstrate competence in the formulation of a testable hypothesis, plan and execute a scientific experiment and show data in tabular or figure format.</td>
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</table>

75% students will be able to score a C grade or better (70% or more) in the research report.

Or

75% students will demonstrate competence in the formulation of a testable hypothesis, plan and execute a scientific experiment and show data in tabular or figure format.
Evidence of Program/Unit Review: General Education Requirement (May 2004)

**Mission/Purpose:** To provide students the opportunity to develop understanding, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective**
For students to develop competence in quantitative reasoning.

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<tr>
<td>Students should be able to:</td>
<td>1. Students who are currently enrolled in Coral Reefs (BIOL 200) do a coral growth experiment and present the results in a science report.</td>
<td>Student written reports, based on the coral growth experiment, will be evaluated for their ability to: 1. Formulate a hypothesis. 2. Collect the data. 3. Graphically represent the data. 4. Apply the appropriate statistics correctly. 5. Analyze and interpret the data. 6. Communicate clearly all the above components using a science report format of an introduction, methods, results, discussion, and conclusions.</td>
<td>The instructor will evaluate the reports. 70% of students perform this exercise satisfactorily meeting 70% of criteria used to evaluate their project.</td>
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</table>

1. Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.
2. Communicate clearly and concisely the methods and results of quantitative problem solving.
3. Formulate and test hypotheses using numerical experimentation.
5. Define quantitative issues and problems, gather relevant information, analyze that information, and present results.
Evidence of Program/Unit Review: General Education Requirements (May 2004)

**Mission/Purpose:** To provide students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop competence in Written Communication.

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<thead>
<tr>
<th>Outcome Measure</th>
<th>Definition of data sample/population</th>
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<th>Expected Level of Results/Performance</th>
<th>Actual Level of Results/Performance</th>
<th>Plan of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express a main idea as a thesis, hypothesis, or other appropriate statement.</td>
<td>A random sample of papers from Writing Intensive or other sophomore-level courses in varied disciplines will be collected; to the extent possible, papers will be collected in the latter part (second half) of the semester.</td>
<td>Written assignments from Writing Intensive courses in varied disciplines will be assessed by a cross-disciplinary group of faculty using the same faculty-designed rubric that was used in two previous writing assessment efforts.</td>
<td>70% of samples evaluated will be rated as acceptable.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence of Program/Unit Review:

**Mission/Purpose:** To provide students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop competence in Written Communication.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Definition of data sample/population</th>
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<th>Expected Level of Results/Performance</th>
<th>Actual Level of Results/Performance</th>
<th>Plan of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a main idea clearly and concisely with appropriate content.</td>
<td>A random sample of papers from Writing Intensive or other sophomore-level courses in varied disciplines will be collected; to the extent possible, papers will be collected in the latter part (second half) of the semester.</td>
<td>Written assignments from Writing Intensive courses in varied disciplines will be assessed by a cross-disciplinary group of faculty using the same faculty-designed rubric that was used in two previous writing assessment efforts.</td>
<td>70% of samples evaluated will be rated as acceptable.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence of Program/Unit Review:

**Mission/Purpose:** To provide students the opportunity to develop understandings, abilities, values, and attributes which enable them to apply their knowledge, skills, and talents to make judicious decisions and to analyze and solve human problems within a multi-cultural community.

**Goal/Objective:** For students to develop competence in **Written Communication**.

<table>
<thead>
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<th>Outcome Measure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.</td>
<td>A random sample of papers from Writing Intensive or other sophomore-level courses in varied disciplines will be collected; to the extent possible, papers will be collected in the latter part (second half) of the semester.</td>
<td>Written assignments from Writing Intensive courses in varied disciplines will be assessed by a cross-disciplinary group of faculty using the same faculty-designed rubric that was used in two previous writing assessment efforts.</td>
<td>70% of samples evaluated will be rated as acceptable.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence of Program/Unit Review: AAS in Accounting

**Mission/Purpose:**
To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:**
Prepare the student for entry level accounting positions.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate competence in a selected program/plan of study (# 8, page 64, 2003-2004 catalog). Student should be able to:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Analyze and compare financial statements.</td>
<td>ACC 155 (capstone course) Each semester beginning Spring 2004.</td>
<td>Accounting instructor will submit each student’s financial statement analysis project from ACC 155 to a committee for rubric scoring.</td>
<td>The average score of all projects will be at least 70%.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Solve accounting problems using an electronic spreadsheet.</td>
<td>ACC 155 (capstone course) Each semester beginning Spring 2004.</td>
<td>Accounting instructor will submit each student’s financial statement analysis project from ACC 155 (capstone course) to a committee for rubric scoring.</td>
<td>The average score of all projects will be at least 70%.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evidence of Program/Unit Review: Certificate of Achievement Accounting

**Mission/Purpose:**

To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:**

Prepare the student for entry level accounting positions.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
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<tbody>
<tr>
<td>Demonstrate competence in a selected program/plan of study (# 8, page 64, 2003-2004 catalog). Student should be able to:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate understanding of accounting terminology.</td>
<td>ACC 124 and ACC 201 classes (including DE sections). Each semester beginning Spring 2004.</td>
<td>Accounting instructors will include questions 41, 60, and 103 from chapter 11 of the publisher's test bank in all ACC 124 and ACC 201 final exams. These questions were selected because they demonstrate understanding of basic accounting terminology.</td>
<td>Each question to be answered correctly by 70% of the sampled students.</td>
<td></td>
</tr>
<tr>
<td>2. Complete the payroll accounting process and prepare Hawaii General Excise tax returns</td>
<td>ACC 132 Payroll and HI G.E Tax class. Each semester beginning Spring 2004.</td>
<td>Accounting instructor will submit each student's Hawaii General Excise Tax project to a committee for rubric scoring.</td>
<td>The average score of all projects will be at least 70%.</td>
<td></td>
</tr>
</tbody>
</table>
Evidence of Program/Unit Review: Business Technology Certificate of Completion Program Requirement (May 2004)

**Mission/Purpose:** *LCC 2003-2004 Catalog*, p. 5: Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:**
*LCC 2003-2004 Catalog*

p. 34: Business Technology, To prepare students (and to upgrade/retrain business professionals) for employment in administrative positions in office settings in both private and public business and related industries.

*Program Health Indicator Report Leeward Community College 2002-2003*

p. 40: Program Goals, Item #1. To offer rigorous curriculum design to prepare Leeward Community College students for employment in highly technological electronic office occupations ranging from entry-level to supervisor/management positions.

<table>
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</table>
| Certificate of Completion Business Technology Program:  
*LCC 2003-2004 Catalog* p. 64: Associate in Science Degree Competencies, Item #8. demonstrate competence in a selected program/plan of study.  
Students will key at 30 wam on a five-minute timing with no more than five errors (if no backspacing is permitted) or with no more than three errors (if backspacing is permitted). | Collect from each instructor teaching the BUS 127 MS® Word for Business class during the Spring 2004 semester a total of three of the best five-minute timings for each of the selected Business Technology (formerly Office Administration & Technology)-major students. | Instructors throughout the semester will give five-minute timings. The instructors will record on a progress sheet, the gross words a minute, errors, and net words a minute. | 80% of the students will reach 30 wam on a five-minute timing with no more than five errors (using the Cortez Peters program where backspacing is not permitted) or no more than three errors (using Word or some other keyboarding program where backspacing is permitted). | | |

2/18/04 th
**Evidence of Program/Unit Review: Business Technology Certificate of Completion Program Requirement (May 2004)**

**Mission/Purpose:** *LCC 2003-2004 Catalog*, p. 5: Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:**
*LCC 2003-2004 Catalog*
p. 34: Business Technology, To prepare students (and to upgrade/retrain business professionals) for employment in administrative positions in office settings in both private and public business and related industries.

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p. 40: Program Goals, Item #1. To offer rigorous curriculum design to prepare Leeward Community College students for employment in highly technological electronic office occupations ranging from entry-level to supervisor/management positions.

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<tr>
<td>Certificate of Completion Business Technology Program:</td>
<td>Collect from each instructor teaching the BUS 155 Business Calculations class during the Spring 2004 semester a total of three of the best five-minute timings for each of the selected Business Technology (formerly Office Administration &amp; Technology)-major students.</td>
<td>Instructors throughout the semester will give five-minute timings. The instructors will record on a progress sheet, the gross depressions per minute and errors.</td>
<td>80% of the students will reach 100 dpm on a five-minute addition timing with no more than one error.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>LCC 2003-2004 Catalog</em> p. 64: Associate in Science Degree Competencies, Item #8. demonstrate competence in a selected program/plan of study. Students will input numbers from a 10-key pad at a speed of 100 dpm on a five-minute addition timing with no more than one (1) error</td>
<td></td>
<td>Instructors will identify each of the students in BUS 155 who is a declared Business Technology/Office Administration &amp; Technology major to be used for measurement.</td>
<td></td>
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</tbody>
</table>

2/18/04 jh
Evidence of Program/Unit Review: Business Technology Certificate of Achievement Program Requirement (May 2004)

**Mission/Purpose:** LCC 2003-2004 Catalog, p. 5: Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:**

LCC 2003-2004 Catalog  

p. 34: **Business Technology**, To prepare students (and to upgrade/retrain business professionals) for employment in administrative positions in office settings in both private and public business and related industries.

Program Health Indicator Report Leeward Community College 2002-2003  

p. 40: **Program Goals**, Item #1. To offer rigorous curriculum design to prepare Leeward Community College students for employment in highly technological electronic office occupations ranging from entry-level to supervisor/management positions.

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<tr>
<td>Certificate of Achievement Business Technology Program:</td>
<td>Collect from each instructor teaching the BUS 136 Business Computer Spreadsheets—MS Excel class during the Spring 2004 semester a production project from the final exam printed with formulas and a final exam question which demonstrates understanding of using the spreadsheet from each Business Technology (formerly Office Administration &amp; Technology)-major students.</td>
<td>Instructors will give a standardized spreadsheet production test in which formulas must be used. Students will be asked to printout and submit an electronic copy of the spreadsheet with formulas displayed.</td>
<td>80% of the students will score 70% on the production test.</td>
<td>80% of students score 70% on the production test.</td>
<td>Instructors will identify each of the students in BUS 136 who is a declared Business Technology/Office Administration &amp; Technology major to be used for measurement. Each full-time BT Program faculty member will review the production test using a rubric.</td>
</tr>
</tbody>
</table>

Revised 3/4/04 jh
Evidence of Program/Unit Review: Business Technology Associate in Applied Science Program Requirement (May 2004)

**Mission/Purpose:** *LCC 2003-2004 Catalog*, p. 5: Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:**
*LCC 2003-2004 Catalog*
p. 34: Business Technology, To prepare students (and to upgrade/retrain business professionals) for employment in administrative positions in office settings in both private and public business and related industries.

*Program Health Indicator Report Leeward Community College 2002-2003*
p. 40: Program Goals, Item #1. To offer rigorous curriculum design to prepare Leeward Community College students for employment in highly technological electronic office occupations ranging from entry-level to supervisor/management positions.

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<tbody>
<tr>
<td>Associate in Applied Science Business Technology Program:</td>
<td>Collect from the instructor teaching the BUS 259W Supervision class during the Spring 2004 semester the interview of a supervisor paper and oral presentation using PowerPoint.</td>
<td>Instructor will identify each of the students in BUS 259W who is a declared Business Technology/Office Administration &amp; Technology major to be used for measurement for evaluation using a rubric for the written, oral, and presentation effectiveness.</td>
<td>80% of the students will score 70% on the interview written paper and oral presentation using PowerPoint.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCC 2003-2004 Catalog p. 64: Associate in Science Degree Competencies, Item #8. demonstrate competence in a selected program/plan of study.</td>
<td>Students will interview a supervisor, write a paper, and make an oral presentation of findings.</td>
<td></td>
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</tbody>
</table>

2/18/04 jh
**Evidence of Program/Unit Review: ASC in Pre-Business**

**Mission/Purpose:**
To provide students the opportunity to develop understandings, abilities, values, and attributes which would enable them to succeed in four-year business programs to which they apply.

**Goal/Objective:**
To have students develop an understanding of accounting terminology and basic accounting systems.

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Demonstrate understanding of accounting terminology.  
(Note: also an outcome measure of the Accounting Certificate of Achievement) | ACC 124 and ACC 201 classes (including DE sections). Each semester beginning Spring 2004. | Accounting instructors will include questions 41, 60, and 103 from chapter 11 of the publisher's test bank in all ACC 124 and ACC 201 final exams. These questions were selected because they demonstrate understanding of basic accounting terminology. | Each question to be answered correctly by 70% of the sampled students. | | |
Evidence of Program/Unit Review: ASC in Pre-Business

**Mission/Purpose:**
To provide students the opportunity to develop understandings, abilities, values, and attributes which would enable them to succeed in four-year business programs to which they apply.

**Goal/Objective:**
To have students develop competence in information retrieval and technology.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology. <em>(Note: Also an outcome measure of the General Education Requirements.)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Use General Ed--Information Retrieval and Technology Assessment</td>
</tr>
</tbody>
</table>


Evidence of Program/Unit Review: A.S. – Television Production

**Mission/Purpose:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.

**Goal/Objective:** This program prepares the student for entry-level employment in the television/film industry.

<table>
<thead>
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<tr>
<td>At the beginning of the third semester, students will recall the key points and skills from the two preceding semesters in camera operation, lighting, audio, editing, engineering, and the production process, so that information can be retained, applied, and expanded upon in the Level III classes.</td>
<td>The entire cohort of 20 students.</td>
<td>A comprehensive pretest will be administered at the end of the second semester. An identical post test will be administered at the beginning of the third semester.</td>
<td>Students will score at least 70% retention on the post test exam items as compared to identical test items on the pretest.</td>
<td></td>
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</tr>
</tbody>
</table>
Biennium Budget Highlights (refer to www.hawaii.edu/vpaa/web page)
Historic Integrated Financial Plan (IFP) 2005-2011
Note: UHPA 6 yr. Contract 2003-2009 @ $39M/UH System cost
Enrollment as a key criterion for State’s G-Funds (also, for Tuition/Fees revenues)
LCC: Spr. 03 #5,557 - Spr. 04 #5725 +168 3.0% (1-16-04)
LCC “Stocktaking” PowerPoint Presentation (Feb. 25, 2004; BOR Mar. 19, 2004?)
Note: Operating Budget Actual FY03 & Projected FY04 (includes OCET, Summer Session);
LCC Strategic Financial Plan 2002-2010; Compare with KCC’s presentation

Priorities and Criteria for CC
EX. Designate X amt. of $ for implementing the UHCC SP
(Goal D: Human Resources – $1.5M for 80%; TAR 4/4 @ $1.5M)
EX. Designate Y amt. of $ for implementing the 7 CC SP requests
(Primary areas: direct Instruction; courses)
(Secondary areas: Pub Svc, Acad Sppt, Std Svc, Inst Suppt )
EX. LCC Criteria: Student Info; Staff Info; Revenue Info; Physical Plant; Equipment;
Quality/Effectiveness; Quantity/Efficiency
# Operating Budget

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL FY03</th>
<th>PROJECTED FY04</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund</td>
<td>14,370,982</td>
<td>14,407,476</td>
</tr>
<tr>
<td>Tuition and Fees SF</td>
<td>2,657,423</td>
<td>3,057,385</td>
</tr>
<tr>
<td>CC Special Fund</td>
<td>3,867,663</td>
<td>3,825,292</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>20,896,068</td>
<td>21,290,153</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Fund Allocation</td>
<td>12,833,638</td>
<td>13,047,476</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>4,109,634</td>
<td>4,417,385</td>
</tr>
<tr>
<td>Non-Credit Revenues</td>
<td>2,776,543</td>
<td>2,800,000</td>
</tr>
<tr>
<td>Summer Session</td>
<td>845,926</td>
<td>850,000</td>
</tr>
<tr>
<td>Other</td>
<td>330,327</td>
<td>175,292</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>20,896,068</td>
<td>21,290,153</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Trent Kakuhu, Chair
   Student Affairs Committee, Board of Regents

FROM: David McClain
       Vice President for Academic Affairs

SUBJECT: Outcomes of Student Affairs Committee Meeting of April 16, 2004

This memorandum will serve to document the outcomes of the Student Affairs Committee meeting on April 16, 2004. At that meeting:

1. Committed to providing the BOR with quarterly reports on the progress of articulation and transfer. The first such report will be delivered in mid-July.

2. Committed to revisiting the articulation issue with the Student Affairs Committee in a year’s time, at the April 2005 BOR meeting.

3. Noted the need for improved dissemination of articulation information, and committed to addressing this need via an improved and more focused articulation web presence, via efforts to increase the number of counselors available to students, and via intensified communication with the Student Caucus.

4. Noted the reconstitution of the membership of the University Council on Articulation to include two students (one from a baccalaureate campus and one from a community college) and one non-voting liaison from the All Campus Council of Faculty Senate Chairs. The UCA will meet later this semester to identify outstanding articulation issues.

5. Reported my findings on the complaint of some community college faculty concerning the 2002 decision by UH Manoa to move its Ethics and Oral Communication (E&O) requirements to the junior and senior year, with effective date Fall 2004. These findings are:

   a. The members of the BOR who approved UHM’s revisions to its general education core in 2000 considered this 2002 decision to be within the scope of authority granted UHM in 2000. This conclusion is based on an interview last fall with Regent Nonokawa, currently chair of the Academic Affairs Committee, and former Regent McElrath.

   b. The Western Association of Schools and Colleges Senior Commission finds UHM’s particular approach to insuring that its general education core extends across all four years of the curriculum to be acceptable. This conclusion is based on an interview last fall with Ralph Wolff, Executive Director of WASC.
c. The process by which UHM sought the opinions of community college administrators, faculty and students, while not ideal, did in the end result in UHM decisionmakers' awareness of the concerns of their community college colleagues. This conclusion was based on an exhaustive review of the process extending from last fall through the middle of the spring semester.

d. As a result of the finding concerning BOR concurrence reported above in (a), no additional BOR or Presidential action is required to approve the 2002 decision.

Testimony given at the Student Affairs Committee meeting suggested that despite the best efforts of the UH System, UH Mānoa and UH Community Colleges administrations, the process by which articulation information is disseminated remains confusing to some students, and that such information simply doesn't reach others. One UHM administrator noted that there are "14 different web sites" dealing with articulation, and called for greater focus in our efforts to communicate to students.

In view of the "hold harmless" clause in BOR policy concerning the treatment of students when articulation rules are changing, and the continuing challenges in accurately and fully disseminating articulation information, but mindful of the need to proceed with full implementation of the UHM General Education core, I stated that the implementation of the UHM decision on E&O courses would be effective with the Spring 2005 semester, instead of the Fall 2004 semester.

Finally, I stated to the BOR that I would request the UHM faculty to take another look at the E&O issue.

I made clear, however, that the Spring 2005 implementation would not be contingent on this "second look." As noted in 5. above, the UHM decision on E&O was consistent with both BOR and WASC policy, and was informed by dissenting opinions both from within the UHM campus and from other campuses in the UH System. Its implementation is being reset to Spring 2005 solely to insure that students who have had difficulty securing accurate articulation information are in fact held harmless during this change.

I asked the BOR for any feedback on the above decisions and statements that would change the course of actions outlined, and received none.

It is my intention to report to the BOR on this "second look" by UHM no later that April 2005, as part of the review promised in 2. above.

c. Board of Regents
   Executive Administrator and Secretary of the Board Iha
   President Dobelle
   Chief of Staff Callejo
   UH System Senior Management Team
   Chancellors
   Chief Academic Officers
   All Campus Council of Faculty Senate Chairs
   Student Caucus
International Education Steering Committee
Recommendations
For International Education Matters
(Initial 12/12/03- Revised 04/13/04)

AREAS OF SUBSTANTIAL AGREEMENT ABOUT WHAT BELONGS IN
THE SYSTEM

- International marketing for overall system
- Disseminating resources as available (i.e., SEVIS, Banner)
- Maintaining central website which would include all pertinent information for international students and scholars (i.e., INS regulations and updates, scholarship info, grants, fellowships)
- Strategic coordination and facilitation of communication between campuses (e.g., housing, planning)
- Coordinating campus discussion and recommendations on system-wide international education policy issues such as health insurance, student employment, use of financial aid for study abroad, among others.
- Coordinating senior level protocol visits/signing ceremonies

AREAS OF SUBSTANTIAL AGREEMENT ABOUT WHAT BELONGS AT
THE CAMPUSES

- Campus specific exchange agreements
- International applications, testing and placing students
- Niche marketing by campus
- Most protocol (leadership protocol may be handled at system level)
- Recruitment
- Approval to develop and carry out projects
- Student housing
Good morning. My name is Pat Patterson. I chair the Faculty Senate Executive Committee at Honolulu Community College. I appreciate the opportunity to address the Board today.

More than 3,000 students each year transfer between campuses in the UH system. This has been facilitated by the adoption of the BANNER online registration system, and by a growing distance education system. Perhaps most important to articulation is that these are not all transfers "up" to the Manoa campus from community colleges. In fact, last year, more students transferred from the Manoa campus to Kapiolani CC than went in the other direction. Student transfers are multidirectional.

Implementation of an efficient and fair articulation system based on the "WI Model" will help students complete the educational programs they choose without fear of losing credit for their hard work, and will help them get through school and out into the working world as quickly as possible. We therefore are very supportive of the revised UH Manoa core and graduation requirements, and the "WI Model" of articulation as presented to, and passed by, the BOR in the summer of 2000.

The "WI Model" is named after the successful system by which Writing Intensive courses have been distributed throughout the curriculum and on all campuses in the UH system. The idea behind the WI Model is that a set of hallmarks can established regarding what students should learn in a specific area. Each campus in the system sets up a special committee to review applications by instructors to have their courses designated as meeting the hallmarks in a particular area. Once a course is accepted by the campus board for a focus designation, all other campuses in the system then automatically accept the course for transfer under that designation.
Control over the quality of courses is maintained by a system-wide board charged with monitoring the review and assessment processes of the campus boards. This process makes course articulation more efficient by spreading the work around to campus locations, instead of asking a single, Manoa-based board to make all the decisions. At the same time, this system provides strict quality control, making certain that each course continuously meets the hallmarks in actual practice. Thus the creation of systemwide articulation boards, and the moving of articulation authority to the sending campus from the receiving campus promises a very efficient process by which articulation can occur, while allowing each campus its own academic autonomy.

Honolulu Community College moved quickly to align our core with the new UH Manoa core, both in order to facilitate transfer, and because we thought that the new core was an exceedingly well-designed, student-centered system.

Unfortunately, despite our support, and a clear plan presented in 2000 to the Board, the seamless transfer system itself has yet to materialize. For several of the focus areas, requirements were unilaterally changed in the course of implementation. We believe this violates both the spirit of the WI model, and the reality of the former articulation system under E5.209. Movement to establish the system boards has been exceedingly slow. These difficulties have led to the need to create new agreements to hold students harmless from inconsistencies in the core as the new articulation system is developed. Students are registering now, and this system is still not in place.

Last, let me address the serious problem in the E and O focus areas of the new core. Courses with these designations were, in the initial 2000 proposal to the BOR, to be offered at both upper and lower division. However, these focus requirements
are now to be offered only at the 300 and 400 level. This decision was taken unilaterally, and has not been seen by either the BOR or the UH President.

We believe that offering E and O focus as a capstone experience in the major is a very valuable idea. We also believe that Ethics and Oral Communications should be taught at the 100 and 200 levels as well, to provide students with skills that they will need in later courses. Teaching E and O focus at the lower division will assist the UH Manoa in departments that do not, and do not plan to, teach ethics or require Oral Communications at the upper division level. Most other Universities in the United States, including top tier institutions that Manoa has said it would like to emulate, such as Stanford and Berkeley, DO require ethics and oral communication courses at the lower AND upper division for these reasons.

We at HCC want to send our students to UH Manoa, but we know that it is currently easier for them to transfer to Hawaii Pacific University, other Hawaii-based institutions, and colleges on the mainland, than it is to get credit for their UHCC courses at UH Manoa. We also know that the transfer problems students face are not due simply to a lack of information. They are due to a proprietary system of articulation control that is archaic, inefficient, and ignores the needs of students in a complex system like the University of Hawaii.

Today, the faculty of HCC hopes that the Board of Regents will take three specific actions:
1. Commend VPAA David McClain for his work so far
2. Give him the mandate to continue establishing this system in all areas as quickly as possible so that students can register without fear of taking meaningless courses.
3. We also hope that you will extend that mandate to encourage the VPAA's office to solve the E and O focus problem by
allowing students to take ethics and oral communications courses at both upper and lower divisions.

I have brought with me my predecessor as Faculty Senate Chair, Dr. Jerry Saviano, who has dealt with articulation issues for the last three years, and Professor David Cleveland who has more than 30 years experience with articulation in the UH System. I am sure that between the three of us, we can answer any questions you may have. Thank you for your time.