Senate Meeting Agenda


Refreshments 3:05-3:15

I. Approval of minutes (Vice Chair) (Please proceed on time if Chair is late from Waianae) 3:15-3:18

II. Reports: 3:19-3:45
   A. Standing Committee Chairs-
      1. Budget and Planning - Franklin Iha
      2. Faculty - Warren Imada
      3. Elections - Jean Hara
      4. Academic/Institutional Support(unfilled)
      5. Legislative Relations - Paul Lococo
      6. Program Review - Gail Levy
      7. Student - Larry Andres
      8. Curriculum - Jim Goodman
   B. Ad hoc committees -
      1. Revision of ADP -
      2. LCC Reorganization - Sinikka Hayasaka
      3. Chloe Holland Community Service - Candace Hochstein
      4. DE Oversight subcommittee - Jim Goodman

III. Old Business: 3:46-4:30
   A. Personnel Policies (moved to Faculty Committee)
   B. Action form responses? (follow-up) (Jack Pond)
   C. DE responsibilities

IV. New Business: 4:31-5:00
   A. Accreditation Committee appointments
   B. Strike announcements?
   C. Senate Officer elections
   D. ADP

V. Announcements 5:01-5:05

VI. What's on your mind? 5:06-5:30

VII. Next refreshments volunteers?

Final meeting: May 2
LEEWARD COMMUNITY COLLEGE
2000 – 2001 Faculty Senate

UNAPPROVED Minutes of the April 4, 2001 Meeting

Bob Hochstein, Chair
Warren Imada, Vice Chair
Jack Pond, Secretary


SPECIAL GUESTS:  Barbara Saromines-Ganne, Christian Ganne.

CALL TO ORDER: The meeting was called to order with a quorum at 3:20 pm

APPROVAL OF THE MINUTES: The minutes of the March 7, 2001 meeting were read and approved with minor corrections.

COMMITTEE REPORTS:

PROGRAM REVIEW – Senator Pond distributed copies of the Program Review of Liberal Arts as prepared by Andy Rossi. Senators are encouraged to read the draft and make comments either directly to Mr. Rossi or to Senate Chair Bob Hochstein. Incoming 2001-2002 Senators will receive a copy. Discussions will proceed in the fall of 2001.

CURRICULUM – Senator Goodman distributed a list of this Committee's actions.


PASSED – Unanimously

Motion 01-09: To accept the new art course (formally approved as Art 197D) ART 111 Introduction to Computer Drawing.

PASSED – Unanimously

Motion 01-10: To accept three new Certificates of Competence. C.C. in Desk Top Publishing (9 credits), C.C. in Video Web Casting (9 credits), and C.C. in Web Page Design (9 credits).

PASSED – Unanimously
Senator C. Hochstein once again expressed concern about the rapid changes in course alphas and numbering and the number of new courses and programs being established. It is very difficult for counselors to have the most updated information for advising purposes as many of these changes are not ready in time for the schedule of courses or the catalog. Senators Hochstein, Hara and Imada will work on a resolution on problems with the paper trail and the larger issue of tracking changes to curriculum over time.

**AD HOC COMMITTEE REPORTS:**

**LCC REORGANIZATION** – A recommendation may be forthcoming from this committee by the end of the year.

**CHLOE HOLLAND COMMUNITY SERVICE** – Senator C. Hochstein reported that the final highway cleanup was successfully held with the assistance of Senators Andres, Hochstein, Hochstein and Joe Chernisky. Members of Phi Theta Kappa and Phi Theta Lambda have been continuous supporters of this campus-wide effort.

**OLD BUSINESS:**

The Action Response form (follow-up on past Senate Motions) seems not to be working as well as it could. The new Senate will need to take this matter up in the fall of 2001.

Distance Education Responsibilities. Quality assurance for D.E. courses is the responsibility of the Dean of Instruction and the Faculty Senate.

**NEW BUSINESS:**

- **ACCREDITATION IMPLEMENTATION COMMITTEES** - Members of the 2000-01 and 2001-02 Senates should get involved in these important committees. While the deadline to sign on to one of these committees was March 22, Interim Provost Silliman considers these very important and seeks active participation by Senators.

- **2001-2002 SENATE OFFICERS** – The election for new Senate officers will be held in a joint meeting on May 2. The Secretary will notify new Senators of this meeting.

- **ACADEMIC DEVELOPMENT PLAN** – The formulation of the new ADP should include specifics, especially in regard to academics. The ADP drives the budget, and if items are not included in the ADP they have almost no chance of being funded.
CHANGES TO THE PROCESS FOR NEW PROGRAMS AND PROGRAM MODIFICATIONS - Senator C. Hochstein, Chair of the Curriculum Sub Committee on this matter recommends:

1. That a copy of the New Program proposal and Program Modification proposal be given to the proposer and division chair after it passes the following bodies:
   a. Curriculum Committee
   b. Faculty Senate
   c. Dean of Instruction
   d. Provost
   e. Chancellor

2. That a copy of a cover memo to each appropriate body indicating what is being submitted to the next level is copied to the proposer and division chair.

3. That a copy of the final signature page be given to the proposer and division chair.

In this manner, a proposer and division chair may know the status of the program and have the latest approved reference copy.

Motion 01-11 (C. Hochstein/Andres): To accept the Sub Committee’s recommendation and move this recommendation to the Administration (Provost, Dean of Instruction, Dean of Academic Support, Dean of Student Services, all Assistant Deans and their secretaries.

PASSED - Unanimously

RELEASED TIME FOR FACULTY SENATE – The question of the number of credits of assigned time available to the Senate was raised. Over the years the total number of credits available to the Senate has decreased to the current 6 (from 12 credits several years/provosts ago).

Motion 01-12 (Thomson/Toyama): In the spirit of a renewed commitment to shared governance, the Senate strongly recommends that 12 credits of assigned time be set aside for the Faculty Senate.

PASSED – Unanimously

ADJOURNMENT: The meeting was adjourned at 5:35 pm.

RESPECTFULLY SUBMITTED: Jack Pond, Secretary.
PROGRAM REVIEW

of

Liberal Arts
(Fall 1996 – Fall 2000)

Prepared by

Andy Rossi
Institutional Analyst/Researcher

March 7, 2001
# Program Review of Liberal Arts (Fall 1996 – Fall 2000)

## Table of Contents

Introduction

- Background ................................................................. 1
- Purpose ........................................................................... 1
- Scope of Review ........................................................... 2
- Data Collection Methods ................................................. 3

Data/Findings .......................................................................... 5

Division/Program Managers' Comments & Recommendations ...... 14

Appendixes

- List of Quantitative Indicators & Levels of Performance .......... A
- Data Summary of Quantitative Indicators ............................. B
Program Review of Liberal Arts (Fall 1996 – Fall 2000)

Introduction

Background:

Leeward Community College (LCC) began offering the Liberal Arts Program in 1968 when the college first opened. Since that time, there have been minor modifications to the basic liberal arts program through the addition and/or deletion of numerous courses. Those course changes were made judiciously and served to keep the liberal arts program up-to-date and viable for all students.

The objectives of the Liberal Arts Program are to:

1. Provide students with the opportunity to take classes, which count towards the requirements of the College’s Associate in Arts, Associate in Science, and Associate in Applied Science degrees.

2. Afford students the opportunity to take classes that transfer, in almost all cases, to other colleges and universities and meet the requirements of their baccalaureate degrees.

3. Provide a means for the general public to achieve personal enrichment and self-improvement through the completion of a variety of liberal arts course offerings.

Purpose:

As part of the College’s planning and evaluation efforts, the purpose of this program review was to assess whether the Liberal Arts Program at LCC was meeting its objectives with respect to the efficiency and quality of the program, and

---

1 Leeward Community College General Catalog. (Fall 2000). Leeward Community College.
to document any unusual features, trends, and/or problems. If warranted, the review also provided the College with the opportunity to develop a plan, which addressed remedies for correcting program deficiencies.

This program review was conducted in accordance with the University of Hawaii, Executive Policy – Administration, E5.202 Review of Established Programs, June 1987, which prescribes that all degree/certificate programs are subject to review at least once every five years. The policy also indicates that a program review must include at least the following information:

a. A quantitative profile of the program activity.

b. An assessment of whether or not the program is meeting its objectives and a summary of the evidence used to reach that conclusion.

c. A discussion of any unusual features or trends in the quantitative data.

d. An identification of any present or potential problems that warrant attention and a plan for addressing those problems.

Scope of Review:

A full program review for the Liberal Arts program at LCC is conducted once every three years in order to effectively evaluate the program in a timely fashion yet allow enough time for any programmatic changes to become operationalized. Conducting program reviews more often than once every three years may result in inaccurate findings associated with the short-term effects of implementing change. During the interim period however, Administrators, Division Chairs, and Program Managers use several quantitative indicators to monitor their program elements and make minor program adjustments. These indicators, used on an interim basis, can be found at Appendix B. Essentially, these interim indicators are provided to managers every semester.

The data analyzed in this program review are primarily reflective of the Fall semesters. However, for a few data counts such as the “Number of Degrees Awarded” data were collected based upon an entire year’s outcome.
This particular review of the liberal arts program includes data reflective of the Fall 1996 through the Fall 2000 semesters. Looking at five semesters of historical data provides the opportunity to analyze trends.

This liberal arts program review includes the analysis of all classes offered at Leeward Community College with the exception of the Interdisciplinary Studies (IS), Self-Development classes (SSCI), Military Science courses (MS and AS), Independent Studies, English and Math developmental classes, all courses offered through the Office of Continuing Education (OCET), and all vocational education classes.

Data Collection Methods:

As prescribed by UH Executive Policy E5.202, quantitative data were collected centrally and provided to the various program managers for their review and comments. The quantitative data were collected by the Institutional Researcher and appear in this report under the heading of “Data/Findings”. The Program Manager’s comments can be found in the “Division/Program Managers’ Comments & Recommendations” segment of this report.

The intent of this program review process was to serve as a management tool for Administrators, Division Chairs, Program Managers, and Faculty in their evaluation of the College’s instructional programs. As part of that process, LCC personnel had the option of selecting quantitative indicators that provided the College with meaningful data. Additionally, for each quantitative indicator, LCC had the flexibility to establish “levels of performance” that identified reasonable thresholds, between satisfactory and unacceptable performance so that quick interpretations of the efficiency and quality of the program could be readily made.

There were three types of quantitative indicators collected in this review. Those different types of indicators were categorized as “Demand”, “Efficiency” and “Effectiveness”. The “Demand” and “Efficiency” indicators were broken out by division so as to provide meaningful data indicative of the major entities within the liberal arts program. “Effectiveness” indicators were reported mostly at the college level and provide a collective view of the quality of the College’s liberal arts program, in general.
"Expected Levels of Performance" have been established as minimum standards for the "Efficiency" and "Effectiveness" indicators. These standards of performance were identified by the responsible program managers and serve to provide a quick reference for determining the threshold between satisfactory and unacceptable performance.

Identifying expected levels of performance implies that the college has some control over the cause and effect relationships associated with the specific indicator and the data counts. However, in the case of the "Demand" indicators (the number of student enrollments, etc.), the College may not have control over the variables that resulted in these data tallies. Therefore, these indicators are without levels of performance and are provided to managers only to give them a good sense of market trends.

For reasons associated with validity and reliability, consistency in data collection was deemed imperative. Consequently, sources for all quantitative indicators were cited and are identified in the "List of Quantitative Indicators and Levels of Performance" (Appendix A). For those indicators that had the Aldrich system specified as a source of information, the data were collected based upon the historical "end-of-term" counts. The Aldrich database only stores "end-of-term" data in its historical files.
Findings/Results

As a reminder, the following data includes all classes offered at Leeward Community College with the exception of Interdisciplinary Studies (IS), Self-Development classes (SSCI), Military Science courses (MS and AS), Independent Studies, English and Math developmental classes, all courses offered through the Office of Continuing Education (OCET), and all vocational education classes.

The following data are the quantitative indicators that were separated into the three different types of indicators “Demand”, “Efficiency”, and “Effectiveness”. Also, following are analyses identifying any unusual features, trends, and/or problems associated with the data counts.

1. Demand

1a. Total Student Registrations: The total number of students registered in all liberal arts classes.

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 99</th>
<th>Avg</th>
<th>96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>3177</td>
<td>3186</td>
<td>3107</td>
<td>3062</td>
<td>3185</td>
<td>3143</td>
<td>+ 8</td>
</tr>
<tr>
<td>Language Arts</td>
<td>3654</td>
<td>3624</td>
<td>3773</td>
<td>3547</td>
<td>3367</td>
<td>3593</td>
<td>- 287</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>4005</td>
<td>3838</td>
<td>4150</td>
<td>3953</td>
<td>3844</td>
<td>3958</td>
<td>- 161</td>
</tr>
<tr>
<td>Social Science</td>
<td>2628</td>
<td>2574</td>
<td>2513</td>
<td>2368</td>
<td>2297</td>
<td>2476</td>
<td>- 331</td>
</tr>
<tr>
<td>Total</td>
<td>13464</td>
<td>13222</td>
<td>13543</td>
<td>12930</td>
<td>12693</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based upon the table above, it appears that the Arts & Humanities division is the only one of the four divisions that has realized an increase, from Fall 96 to Fall 2000, in the number of students taking classes. This trend is especially good considering that the overall enrollment trend for the college has been on a decline. The other three divisions appear to have suffered a slight decrease, but nothing too traumatic.
1b. **Percentage of Student Registrations by Academic Division**: The total number of student registrations by academic division, divided by total student registration.

<table>
<thead>
<tr>
<th>Table 1b. Percent of Student Registrations</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 96</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>23.6%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>27.1%</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>29.8%</td>
</tr>
<tr>
<td>Social Science</td>
<td>19.5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Essentially, this indicator (1b.) is the same indicator as 1a. above, except that percentages are presented on this table instead of the actual numbers. Viewing the data from this perspective allows us to see that the Math & Science division has realized an increase in the percentage of students in spite of the overall downward trend in college student enrollment. This table also depicts rather readily that the Math & Science division is the largest division in terms of student registrations.

1c. **Student Semester Hours**: The sum of the semester hours taken by all students registered in liberal arts classes.

<table>
<thead>
<tr>
<th>Table 1c. Student Semester Hours</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 96</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>9177</td>
</tr>
<tr>
<td>Language Arts</td>
<td>11574</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>12310</td>
</tr>
<tr>
<td>Social Science</td>
<td>7848</td>
</tr>
<tr>
<td>Total</td>
<td>40909</td>
</tr>
</tbody>
</table>

Reflected here is the overall downward trend of student demand for liberal arts classes with the exception of the demand for Arts & Humanities classes. The Arts & Humanities division shows a slight increase in the number of students taking classes within that division.
**1d. Number of Classes**: The total number of liberal arts classes offered by the college.

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>145</td>
<td>144</td>
<td>139</td>
<td>139</td>
<td>154</td>
<td>144</td>
<td>+ 9</td>
</tr>
<tr>
<td>Language Arts</td>
<td>199</td>
<td>199</td>
<td>223</td>
<td>206</td>
<td>196</td>
<td>205</td>
<td>- 3</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>187</td>
<td>186</td>
<td>194</td>
<td>190</td>
<td>191</td>
<td>190</td>
<td>+ 4</td>
</tr>
<tr>
<td>Social Science</td>
<td>102</td>
<td>104</td>
<td>105</td>
<td>101</td>
<td>95</td>
<td>101</td>
<td>- 7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>633</td>
<td>633</td>
<td>661</td>
<td>636</td>
<td>636</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflected in the table above are the increases and decreases in the number of classes. These data make good comparison with the number of student registrations (indicator 1b.). When making this comparison, it seems that as the number of student registrations decreases, the number of classes should also decrease, and that this parallel relationship should continue for any increases. When the numbers in the table above are observed, the increased number of classes in Arts & Humanities and the decreased number of classes in the Social Science division reflect this parallel relationship with student registrations, as might be expected. What appears to be contrary to this intuitive trend are the overall increases in the number of classes in the Language Arts and Math & Science divisions. These divisions have realized a decline in overall student registrations yet reflect an increase in the number of classes. While Language Arts shows an overall decrease of 3 classes between Fall 96 and Fall 00, the surge in the Fall 98 and Fall 99 semesters seems to be what might be classified as an unusual feature. These spikes in the number of classes draws question.
2. Efficiency:

2a. **Average Class Size:** Total Student Registrations divided by the total number of classes. **Expected Level of Performance:** To be determined.

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg</th>
<th>96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>21.9</td>
<td>22.1</td>
<td>22.4</td>
<td>22.0</td>
<td>20.7</td>
<td>21.8</td>
<td>-1.2</td>
</tr>
<tr>
<td>Language Arts</td>
<td>18.4</td>
<td>18.2</td>
<td>16.9</td>
<td>17.2</td>
<td>17.2</td>
<td>17.6</td>
<td>-1.2</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>21.4</td>
<td>20.6</td>
<td>21.4</td>
<td>20.8</td>
<td>20.1</td>
<td>20.9</td>
<td>-1.3</td>
</tr>
<tr>
<td>Social Science</td>
<td>25.8</td>
<td>24.8</td>
<td>23.9</td>
<td>23.5</td>
<td>24.2</td>
<td>24.4</td>
<td>-1.6</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>21.9</td>
<td>21.4</td>
<td>21.2</td>
<td>20.9</td>
<td>20.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This table reflects a rather subtle negative trend among all the divisions that classes were conducted with fewer students. This change may be unavoidable due to the college attempted to provide a variety of classes in order to meet all students’ needs while facing declining enrollments.

2b. **Occupancy Rate:** The Total Student Registrations divided by the total seats available (class capacity). **Expected Level of Performance:** To be determined.

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg</th>
<th>96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>85%</td>
<td>83%</td>
<td>84%</td>
<td>83%</td>
<td>79%</td>
<td>83%</td>
<td>-6%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>84%</td>
<td>83%</td>
<td>79%</td>
<td>82%</td>
<td>79%</td>
<td>81%</td>
<td>-5%</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>79%</td>
<td>80%</td>
<td>82%</td>
<td>81%</td>
<td>80%</td>
<td>80%</td>
<td>+1%</td>
</tr>
<tr>
<td>Social Science</td>
<td>77%</td>
<td>75%</td>
<td>77%</td>
<td>73%</td>
<td>77%</td>
<td>76%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>81%</td>
<td>80%</td>
<td>81%</td>
<td>80%</td>
<td>79%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Depicted in this table are the occupancy rates, which reflect just how full the classes are. The data or occupancy rates are very high and reflect that most classes are near their capacity limits. However, what does seem to be a slight abnormality is the decline in the occupancy rate of the Arts & Humanities division in view of the previous tables that showed an increase in student registrations for that division.
Apparently, what has happened in this division is that more classes are being offered but that they are not filling-up to their maximum capacity. Regardless, the occupancy rate is still rather high.

2c. **Student Faculty Ratio**: FTE Students divided by FTE Faculty (FTE Students equals the Total Student Registrations divided by 15, and FTE Faculty equals the Number of Semester Hours Taught divided by 15). **Expected Level of Performance**: To be determined.

<table>
<thead>
<tr>
<th></th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>-0.4</td>
</tr>
<tr>
<td>Language Arts</td>
<td>-0.4</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>-0.4</td>
</tr>
<tr>
<td>Social Science</td>
<td>-0.4</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>-0.4</strong></td>
</tr>
</tbody>
</table>

While it could be argued that a low student faculty ratio is a good "quality" indicator, a low ratio is a poor indicator of efficiency. As such, this table suggests that the Language Arts division is in the best position of having the potential of providing a great deal of quality time to students because it has the lowest number of students for each faculty member.

2d. **Number of Small Classes**: The number of classes taught with an enrollment lower than 10 students. **Expected Level of Performance**: To be determined.

<table>
<thead>
<tr>
<th></th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>+5</td>
</tr>
<tr>
<td>Language Arts</td>
<td>+13</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>-1</td>
</tr>
<tr>
<td>Social Science</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>
Except for some questionable spikes in the middle years, the Math & Science division and the Social Science division seem to be managing the number of small classes fairly well. Arts & Humanities on the other hand seems to be allowing a slow increase in the number of low enrolled classes to begin, and the trend should perhaps be monitored. The Language Arts division has nearly doubled the number of small classes over the past five years and this rather strong trend seems to indicate that a problem may exist.

2e. **Cost per Class**: Total program costs (Direct Instructional Costs) divided by the number of classes taught. **Expected Level of Performance**: To be determined.

<table>
<thead>
<tr>
<th>Table 2d. Cost per Class</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

3. **Effectiveness**:

3a. **Credits Earned Ratio**: Student registrations, which earned the credits attempted, divided by the total students registrations (% of Grades “D” and above). **Expected Level of Performance**: To be determined.

<table>
<thead>
<tr>
<th>Table 3a. Credits Earned Ratio</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>83% 83% 77% 83% 82% 82% 82% - 1%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>79% 78% 82% 79% 76% 79% 79% - 3%</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td>78% 81% 81% 83% 80% 81% 81% + 2%</td>
</tr>
<tr>
<td>Social Science</td>
<td>81% 80% 79% 81% 77% 80% 80% - 4%</td>
</tr>
<tr>
<td>Average</td>
<td>80% 81% 80% 82% 79%</td>
</tr>
</tbody>
</table>
The percentage of students passing their classes with grades of “D” or better are rather high and stable. This data seems to suggest that there is a relatively high degree of quality present in the student learning that takes place, and in the liberal arts program.

3b. **Number of Transfer Students**: The total number of students enrolling at another college or university having previously attended Leeward Community College. **Expected Level of Performance**: To be determined.

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH-Manoa</td>
<td>213</td>
<td>172</td>
<td>157</td>
<td>167</td>
<td>185</td>
<td>179</td>
<td>-28</td>
</tr>
<tr>
<td>UH-Hilo</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>-1</td>
</tr>
<tr>
<td>UH-West Oahu</td>
<td>124</td>
<td>69</td>
<td>91</td>
<td>81</td>
<td>136</td>
<td>100</td>
<td>+12</td>
</tr>
<tr>
<td>UH Community Colleges</td>
<td>246</td>
<td>270</td>
<td>265</td>
<td>251</td>
<td>276</td>
<td>262</td>
<td>+30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>588</strong></td>
<td><strong>521</strong></td>
<td><strong>520</strong></td>
<td><strong>504</strong></td>
<td><strong>601</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There appears to be a shift between the number of students going on to the University of Hawaii at Manoa, and those students who were transferring to another community college. Apparently, LCC’s liberal arts curriculum is starting to appeal less to those students wanting to continue on to a 4-year college.
3c. **GPA of Transfer Students**: The grade point average of students who attended LCC and transferred to UH-Manoa, and UH-West Oahu. **Note**: These data are not available as yet but action is being taken to obtain this information. **Expected Level of Performance**: To be determined.

<table>
<thead>
<tr>
<th></th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>Avg</th>
<th>96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH-Manoa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UH-West Oahu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3d. **Student Satisfaction**: The liberal arts and unclassified students’ responses to questions regarding classes and instruction obtained through the administration of the LCC Student Satisfaction Survey². **Expected Level of Performance**: To be determined.

The following reflects the overall responses to a set of 17 questions regarding the classes and instruction at LCC. The questions ranged from queries about the course outline, exams, and clarity of instruction, to questions relative to the students feelings about improvements they may have made in areas such as oral and writing skills, quantitative and scientific reasoning, as well as logical thinking.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>87</td>
<td>19%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>304</td>
<td>67%</td>
</tr>
<tr>
<td>Neither Satisfied nor Dissatisfied</td>
<td>61</td>
<td>13%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Don’t Know or Does not Apply</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>456</td>
<td>100%</td>
</tr>
</tbody>
</table>

The mean, standard deviation, and standard error were calculated using the Likert type response scales that measured different levels of satisfaction. The Likert scale response values were 5 for Very Satisfied, 4 for Satisfied, 3 for Neither Satisfied nor Dissatisfied, 2 for Dissatisfied, and 1 for Very Dissatisfied.

A mean satisfaction rating of 4.0 is very high and indicates that students are very satisfied with the liberal arts classes and curriculum being taught at Leeward Community College.

3e. **Number of Degrees Awarded (A.A., A.S., A.A.S.):** The total number of approved degrees awarded between July 1\(^{st}\) and June 30\(^{th}\). **Expected Level of Performance:** To be determined.

<table>
<thead>
<tr>
<th></th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>Avg</th>
<th>96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Degree</td>
<td>350</td>
<td>409</td>
<td>400</td>
<td>421</td>
<td>441</td>
<td>404</td>
<td>+91</td>
</tr>
<tr>
<td>AS &amp; AAS Degrees</td>
<td>145</td>
<td>163</td>
<td>136</td>
<td>122</td>
<td>126</td>
<td>138</td>
<td>-19</td>
</tr>
<tr>
<td>Total</td>
<td>495</td>
<td>572</td>
<td>536</td>
<td>543</td>
<td>567</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The data indicate an overall increase in the number of students receiving degrees. This increase when compared to the declining trend in enrollments suggests that the more serious students are remaining in school.
List of Indicators & Levels of Performance

1. Demand

1a. **Total Student Registrations**: The total number of students registered in all liberal arts classes. (Source: Aldrich)

1b. **Percentage of Student Registrations by Academic Division**: The total number of student registrations by academic division, divided by total student registrations. (Source: Aldrich)

1c. **Student Semester Hours**: The sum of the semester hours taken by all students registered in liberal arts classes. (Source: Aldrich)

1d. **Number of Classes**: The total number of liberal arts classes offered by the college. (Source: Aldrich)

2. Efficiency:

2a. **Average Class Size**: Total Student Registrations divided by the total number of classes. (Source: Aldrich)
   
   Expected Level of Performance: To be determined.

2b. **Occupancy Rate**: The Total Student Registrations divided by the total seats available (class capacity). (Source: Aldrich)
   
   Expected Level of Performance: To be determined.

2c. **Student Faculty Ratio**: FTE Students divided by FTE Faculty. (FTE Students equals the Total Student Registrations divided by 15, and FTE Faculty equals the Number of Semester Hours Taught divided by 15). (Source: Aldrich)
   
   Expected Level of Performance: To be determined.

2d. **Number of Small Classes**: The number of classes taught with an enrollment lower than 10 students. (Source: Aldrich)
   
   Expected Level of Performance: To be determined.

2e. **Cost per Class**: Total program costs (Direct Instructional Costs) divided by the number of classes taught. (Source: Aldrich)
   
   Expected Level of Performance: To be determined.
3. **Effectiveness:**

3a. **Credits Earned Ratio:** Student registrations, which earned the credits attempted, divided by the total students registrations (% of Grades “D” and above).  
(Source: Aldrich)  
**Expected Level of Performance:** To be determined.

3b. **Number of Transfer Students:** The total number of students enrolling at another college or university having previously attended Leeward Community College. (Source: MAPS, Transfer Patterns of Undergraduate Students, UH, Fall 1999)  
**Expected Level of Performance:** To be determined.

3c. **GPA of Transfer Students:** The grade point average of students who attended LCC and transferred to UH-Manoa, and UH-West Oahu. Note: These data are not available as yet but action is being taken to obtain this information.  
**Expected Level of Performance:** To be determined.

3d. **Student Satisfaction:** The liberal arts and unclassified students’ responses to questions regarding classes and instruction obtained through the administration of the LCC Student Satisfaction Survey.  
**Expected Level of Performance:** To be determined.

3e. **Number of Degrees Awarded (A.A., A.S., A.A.S.):** The total number of approved degrees awarded between July 1st and June 30th. (Source: MAPS, Degrees & Certificates Earned, UH Community Colleges)  
**Expected Level of Performance:** To be determined.
# Data Summary of Quantitative Indicators

## Arts & Humanities Division

### 1. Demand

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg 96-00</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Total Student Registrations</td>
<td>3177</td>
<td>3186</td>
<td>3107</td>
<td>3062</td>
<td>3185</td>
<td>3145</td>
<td>+ 8</td>
</tr>
<tr>
<td>1b. Percent of Student Registrations</td>
<td>23.6%</td>
<td>24.1%</td>
<td>22.9%</td>
<td>23.7%</td>
<td>25.1%</td>
<td>25.9%</td>
<td>+ 1.5%</td>
</tr>
<tr>
<td>1c. Student Semester Hours</td>
<td>9177</td>
<td>9240</td>
<td>9044</td>
<td>8938</td>
<td>9306</td>
<td>9141</td>
<td>+ 129</td>
</tr>
<tr>
<td>1d. Number of Classes</td>
<td>145</td>
<td>144</td>
<td>139</td>
<td>139</td>
<td>154</td>
<td>144</td>
<td>+ 9</td>
</tr>
</tbody>
</table>

### 2. Efficiency

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg 96-00</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Average Class Size</td>
<td>21.9</td>
<td>22.1</td>
<td>22.4</td>
<td>22.0</td>
<td>20.7</td>
<td>21.8</td>
<td>- 1.2</td>
</tr>
<tr>
<td>2b. Occupancy Rate</td>
<td>85%</td>
<td>83%</td>
<td>84%</td>
<td>83%</td>
<td>79%</td>
<td>83%</td>
<td>- 6%</td>
</tr>
<tr>
<td>2c. Student Faculty Ratio</td>
<td>7.8</td>
<td>7.9</td>
<td>8.0</td>
<td>7.8</td>
<td>7.4</td>
<td>7.8</td>
<td>- 0.4</td>
</tr>
<tr>
<td>2d. Number of Small Classes</td>
<td>13</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>18</td>
<td>16</td>
<td>+ 5</td>
</tr>
<tr>
<td>2e. Cost per Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. Effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg 96-00</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Credits Earned Ratio</td>
<td>83%</td>
<td>83%</td>
<td>77%</td>
<td>83%</td>
<td>82%</td>
<td>82%</td>
<td>- 1%</td>
</tr>
<tr>
<td>3b. Number of Transfer Students</td>
<td>588</td>
<td>521</td>
<td>520</td>
<td>504</td>
<td>601</td>
<td>547</td>
<td>+ 2</td>
</tr>
<tr>
<td>3c. GPA of Transfer Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3d. Student Satisfaction</td>
<td>Mean rating of 4.00 on a scale of 1 (low) to 5 (high)</td>
<td>95 - 96</td>
<td>96 - 97</td>
<td>97 - 98</td>
<td>98 - 99</td>
<td>99 - 00</td>
<td></td>
</tr>
<tr>
<td>3e. Number of Degrees Awarded</td>
<td>495</td>
<td>572</td>
<td>536</td>
<td>543</td>
<td>567</td>
<td>543</td>
<td>+ 72</td>
</tr>
</tbody>
</table>
# Data Summary of Quantitative Indicators

## Language Arts Division

### 1. Demand

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Total Student Registrations</td>
<td>3654</td>
<td>3624</td>
<td>3773</td>
<td>3547</td>
<td>3367</td>
<td>3593</td>
<td>- 287</td>
</tr>
<tr>
<td>1b. Percent of Student Registrations</td>
<td>27.1%</td>
<td>27.4%</td>
<td>27.9%</td>
<td>27.4%</td>
<td>26.5%</td>
<td>27.3%</td>
<td>- 0.6%</td>
</tr>
<tr>
<td>1c. Student Semester Hours</td>
<td>11574</td>
<td>11508</td>
<td>12038</td>
<td>11300</td>
<td>10732</td>
<td>11430</td>
<td>- 842</td>
</tr>
<tr>
<td>1d. Number of Classes</td>
<td>199</td>
<td>199</td>
<td>223</td>
<td>206</td>
<td>196</td>
<td>205</td>
<td>- 3</td>
</tr>
</tbody>
</table>

### 2. Efficiency

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Average Class Size</td>
<td>18.4</td>
<td>18.2</td>
<td>16.9</td>
<td>17.2</td>
<td>17.2</td>
<td>17.6</td>
<td>- 1.2</td>
</tr>
<tr>
<td>2b. Occupancy Rate</td>
<td>84%</td>
<td>83%</td>
<td>79%</td>
<td>82%</td>
<td>79%</td>
<td>81%</td>
<td>- 5%</td>
</tr>
<tr>
<td>2c. Student Faculty Ratio</td>
<td>5.8</td>
<td>5.7</td>
<td>5.3</td>
<td>5.4</td>
<td>5.4</td>
<td>5.5</td>
<td>- 0.4</td>
</tr>
<tr>
<td>2d. Number of Small Classes</td>
<td>14</td>
<td>14</td>
<td>16</td>
<td>23</td>
<td>27</td>
<td>19</td>
<td>+ 13</td>
</tr>
<tr>
<td>2e. Cost per Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. Effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Credits Earned Ratio</td>
<td>79%</td>
<td>78%</td>
<td>82%</td>
<td>79%</td>
<td>76%</td>
<td>79%</td>
<td>- 3%</td>
</tr>
<tr>
<td>3b. Number of Transfer Students</td>
<td>588</td>
<td>521</td>
<td>520</td>
<td>504</td>
<td>601</td>
<td>547</td>
<td>+ 2</td>
</tr>
<tr>
<td>3c. GPA of Transfer Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3d. Student Satisfaction</td>
<td>Mean rating of 4.00 on a scale of 1 (low) to 5 (high)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3e. Number of Degrees Awarded</td>
<td>495</td>
<td>572</td>
<td>536</td>
<td>543</td>
<td>567</td>
<td>543</td>
<td>+ 72</td>
</tr>
</tbody>
</table>
Data Summary of Quantitative Indicators

Math & Science Division

<table>
<thead>
<tr>
<th>1. Demand</th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg 96-00</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Total Student Registrations</td>
<td>4005</td>
<td>3838</td>
<td>4150</td>
<td>3953</td>
<td>3844</td>
<td>3958</td>
<td>-161</td>
</tr>
<tr>
<td>1b. Percent of Student Registrations</td>
<td>29.8%</td>
<td>29.0%</td>
<td>30.6%</td>
<td>30.6%</td>
<td>30.3%</td>
<td>30.1%</td>
<td>+0.5%</td>
</tr>
<tr>
<td>1c. Student Semester Hours</td>
<td>12310</td>
<td>11752</td>
<td>12670</td>
<td>12138</td>
<td>11742</td>
<td>12122</td>
<td>-568</td>
</tr>
<tr>
<td>1d. Number of Classes</td>
<td>187</td>
<td>186</td>
<td>194</td>
<td>190</td>
<td>191</td>
<td>190</td>
<td>+4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Efficiency</th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg 96-00</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Average Class Size</td>
<td>21.4</td>
<td>20.6</td>
<td>21.4</td>
<td>20.8</td>
<td>20.1</td>
<td>20.9</td>
<td>-1.3</td>
</tr>
<tr>
<td>2b. Occupancy Rate</td>
<td>79%</td>
<td>80%</td>
<td>82%</td>
<td>81%</td>
<td>80%</td>
<td>80%</td>
<td>+1%</td>
</tr>
<tr>
<td>2c. Student Faculty Ratio</td>
<td>7.0</td>
<td>6.8</td>
<td>7.0</td>
<td>6.8</td>
<td>6.6</td>
<td>6.8</td>
<td>-0.4</td>
</tr>
<tr>
<td>2d. Number of Small Classes</td>
<td>17</td>
<td>15</td>
<td>8</td>
<td>13</td>
<td>16</td>
<td>14</td>
<td>-1</td>
</tr>
<tr>
<td>2e. Cost per Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Effectiveness</th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg 96-00</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Credits Earned Ratio</td>
<td>78%</td>
<td>81%</td>
<td>81%</td>
<td>83%</td>
<td>80%</td>
<td>81%</td>
<td>+2%</td>
</tr>
<tr>
<td>3b. Number of Transfer Students</td>
<td>588</td>
<td>521</td>
<td>520</td>
<td>504</td>
<td>601</td>
<td>547</td>
<td>+2</td>
</tr>
<tr>
<td>3c. GPA of Transfer Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3d. Student Satisfaction</td>
<td>Mean rating of 4.00 on a scale of 1 (low) to 5 (high)</td>
<td>95 - 96</td>
<td>96 - 97</td>
<td>97 - 98</td>
<td>98 - 99</td>
<td>99 - 00</td>
<td>543</td>
</tr>
<tr>
<td>3e. Number of Degrees Awarded</td>
<td>495</td>
<td>572</td>
<td>536</td>
<td>543</td>
<td>567</td>
<td>543</td>
<td>+72</td>
</tr>
</tbody>
</table>
## Data Summary of Quantitative Indicators

### Social Science Division

<table>
<thead>
<tr>
<th>1. Demand</th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg 96-00</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Total Student Registrations</td>
<td>2628</td>
<td>2574</td>
<td>2513</td>
<td>2368</td>
<td>2297</td>
<td>2476</td>
<td>-331</td>
</tr>
<tr>
<td>1b. Percent of Student Registrations</td>
<td>19.5%</td>
<td>19.5%</td>
<td>18.6%</td>
<td>18.3%</td>
<td>18.1%</td>
<td>18.8%</td>
<td>-1.4%</td>
</tr>
<tr>
<td>1c. Student Semester Hours</td>
<td>7848</td>
<td>7694</td>
<td>7505</td>
<td>7005</td>
<td>6853</td>
<td>7381</td>
<td>-995</td>
</tr>
<tr>
<td>1d. Number of Classes</td>
<td>102</td>
<td>104</td>
<td>105</td>
<td>101</td>
<td>95</td>
<td>101</td>
<td>-7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Efficiency</th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg 96-00</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Average Class Size</td>
<td>25.8</td>
<td>24.8</td>
<td>23.9</td>
<td>23.5</td>
<td>24.2</td>
<td>24.4</td>
<td>-1.6</td>
</tr>
<tr>
<td>2b. Occupancy Rate</td>
<td>77%</td>
<td>75%</td>
<td>77%</td>
<td>73%</td>
<td>77%</td>
<td>76%</td>
<td>0</td>
</tr>
<tr>
<td>2c. Student Faculty Ratio</td>
<td>8.6</td>
<td>8.3</td>
<td>8.0</td>
<td>8.0</td>
<td>8.2</td>
<td>8.2</td>
<td>-0.4</td>
</tr>
<tr>
<td>2d. Number of Small Classes</td>
<td>2</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>2e. Cost per Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Effectiveness</th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Avg 96-00</th>
<th>Change 96-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Credits Earned Ratio</td>
<td>81%</td>
<td>80%</td>
<td>79%</td>
<td>81%</td>
<td>77%</td>
<td>80%</td>
<td>-4%</td>
</tr>
<tr>
<td>3b. Number of Transfer Students</td>
<td>588</td>
<td>521</td>
<td>520</td>
<td>504</td>
<td>601</td>
<td>547</td>
<td>+2</td>
</tr>
<tr>
<td>3c. GPA of Transfer Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3d. Student Satisfaction</td>
<td>Mean rating of 4.00 on a scale of 1 (low) to 5 (high)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3e. Number of Degrees Awarded</td>
<td>495</td>
<td>572</td>
<td>536</td>
<td>543</td>
<td>567</td>
<td>543</td>
<td>+72</td>
</tr>
</tbody>
</table>
CURRICULUM COMMITTEE REPORT
TO THE
FACULTY SENATE
April 4, 2001

The following courses have been reviewed by their respective subgroups and were recommended to the full committee on Thursday, March 22. The Yes votes were unanimous for the following courses. We ask that the Faculty Senate accept our recommendations for the following:

DMED 113 INTRODUCTION TO LAYOUT DESIGN (3 credits)
• Create New: Formerly approved experimental course DMED 197E.

DMED 121 WEB PAGE DESIGN (3 credits)
• Create New: Formerly approved experimental course DMED 197B.

DMED 122 INTRODUCTION TO WEB ANIMATION (3 credits)
• Create New: Formerly approved experimental course DMED 197D.

DMED 130 DIGITAL STORYBOARD (3 credits)
• Create New: Formerly approved experimental course DMED 197F.

DMED 131 INTRODUCTION TO DIGITAL VIDEO (3 credits)
• Create New: Formerly approved experimental course DMED 197C.

DMED 132 INTRODUCTION TO NON-LINEAR VIDEO EDITING (3 credits)
• Create New: Formerly approved experimental course DMED 197G.

ART 111 INTRODUCTION TO COMPUTER DRAWING (3 credits)
• Create New: Formerly approved experimental course Art 197D.

The below Certificates of Competence passed with 12 yes and 1 abstention (only because that voting member had to leave early).

Certificates of Competence in Desk Top Publishing (9 credits)
Six credits from Arts & Humanities and three from Vocational Technical. To include Art 111 (Art 197D), Art 112 or ICS 197E, and DMED 113 (DMED 197E).

Certificates of Competence in Video Web Casting (9 credits)
Nine credits from the Vocational Technical division. To include DMED 130 (197F), DMED 131 (197C), DMED 132 (197G).

Certificates of Competence in Web Page Design (9 credits)
Three credits from Arts & Humanities and six from Vocational Technical. To include Art 112 or ICS 197E, DMED 121 (197B), and DMED 122 (197D).

Our next meeting will be on April 26.
Proposal for the Certificate of Competence in Desktop Publishing

In compliance with CCCM#6004, here with is a proposal for a new Certificate of Competence in Desktop Publishing at Leeward Community College.

The Vocational Division plans to offer the Certificate of Competence in Desktop Publishing beginning Fall 2001. Courses can be packaged in ways that lead to the award of a Certificate of Competence, a college credential for students who have successfully completed designated short-term credit courses that do not exceed 9 credits. The Certificate of Competence, as set forth by the Board of Regents and University Executive policy, is approved by the Provost and certifies that the student’s performance has been evaluated. The student must earn a GPA of 2.0 or better for all courses required in the certificate.

1. What are the objectives of the program?
The objective of this certificate to provide training in practical, technical, and theoretical desktop publishing skills used by the graphic arts and allied industries in the areas of publication and print promotion. The certificate provides:

- Exposure and practical experience in the application and use of common desktop publishing software packages, including illustration and business graphics.
- Practical experience in typography and layout skills, as well as the ability to evaluate color requirements essential in desktop publishing.
- An overview of the printing industry structure and its various printing processes.

2. Are the program objectives appropriate functions of the college and University?
Leeeward Community College is considered to be a system leader in Digital Media Education. The proposed Desktop Publishing certificate fits well within that function and framework.

The Certificate of Competence meets the following two major strategic plans:

The University of Hawaii System Strategic Plan 1997-2007 -- Goal A: Providing Access to Quality Educational Experiences and Services to the State; Goal B: Implementing Differentiated Campus Mission and Functioning as a System and Goal C: Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Leadership Role.
Leeward Community College, Academic Development Plan 1996-2002 --

A. Providing Access, Quality, and Service:

A.1. Strengthen student academic skills in reading, writing, critical thinking, oral communication, and group cooperation.

A.2. Improve academic quality by encouraging innovative teaching and learning strategies.

A.3. Increase access to the College and its programs.

A.4. Increase emphasis on quantitative reasoning, mathematical skills, and the scientific method in all appropriate classes.

A.5. Stimulate creative, critical, abstract, and non-linear thinking, and visual communication skills.

A.6. Strengthen student academic skills in research and in the use of information technology.

A.7. Improve placement of graduates.

A.8. Ensure that the college meets community education and training needs by working with community members to develop credit vocational programs.

B. Implementing Differentiated Campus Missions and Functioning as a System

B.1. Increase campus cohesiveness and a sense of identity.

B.2. Expand interdisciplinary connections.

C. Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Leadership Role.

C.1. Prepare students for participation in a global society.

C.2. Recruit more international students to LCC.

C.3. Recruit more adult learners to LCC.

3. How is the program organized to meet its objectives?

Existing faculties will teach the courses involved as part of their regular workload. Thus, there will be minimal additional costs for this program, other than additional sections required for those courses with high demand. Advising will be done by lead Faculty who are already advising students in existing programs within the college.
Beginning in the 2001-2002 academic year and for inclusion in the LCC 2001-2002 Catalog, the Certificate of Competence in Desktop Publishing will consist of six credits from the Arts and Humanities division and three from the Vocational division.

**ART 111 INTRODUCTION TO COMPUTER DRAWING OR ART 197D** (3 credits)
This course is an introductory course for students who are interested in developing communication skills in the area of two-dimensional drawing as it relates to computer based imaging. Fundamental drawing concepts, creative problem solving techniques and basic design principles will be covered. Material covered in this course may be useful to any area of study where visual enhancement may apply.

**ART 112 DIGITAL ART OR ICS 197E** (3 credits)
This course will provide an Introduction to technology, vocabulary and procedures of computer produced images; the use of the computer as an artist's tool. This is a hands on design course which focuses on developing communication skills in the area of two-dimensional design as it relates to computer based imaging.

**DMED 113 INTRODUCTION TO LAYOUT DESIGN OR DMED 197E** (3 credits)
This course will present a basic introduction to the technology, vocabulary and procedures of basic paste up for preparing digital mechanicals for offset print production. Emphasis is on preparing simple mechanicals for brochures, newspaper ads and other print formats.

The College may propose to expand the Certificate of Competence program into an Associate in Science. The above courses will be packaged according to skills in the content areas, thereby providing maximum flexibility to students who seek a tailored set of industry skills related to their specific needs.

4. **Who may enroll in the program?**

Since this certificate is designed to offer training opportunities in Desktop Publishing, the pool of potential students is expected to be varied and large. One example of student cohorts might include people who plan to transfer to UH Manoa; others may wish to graduate from Leeward Community College and apply their Desktop Publishing skills within the context of immediate employment, including part-time employment while pursuing additional college study.

Total enrollments are expected to average 20 to 30 per year. As with many occupational programs, students seeking short term training courses also enroll to take compressed accelerated courses leading to a Certificate of Competence.
5. **What resources are required for program implementation and the first five-year cycle operation?**

The College already has the essential computer equipment needed for this program.

Since all of these courses are already included in the LCC curriculum, costs are anticipated to be nominal. Overall cost will be absorbed into the fabric of the curriculum at large and thereby sustained under the current infrastructure that is general funded.

6. **How efficient will the program be?**

Because this certificate can be achieved in one semester the program has great potential to be marketed to the industry population. The demand for Desktop Publishing skills is high, but the number of institutions offering certificates in Desktop Publishing is extremely low. Hence, Leeward Community College's Digital Media program anticipates being not only efficient but effective.

**Other programs in the college and similar programs on other UH campuses:**

Currently, there are no other Desktop Publishing certificates of Competence existing within the UH Community College system or among private schools within the State of Hawaii. Hence, the Certificate of Competence in Desktop Publishing at Leeward Community College is positioned to be a valuable resource to the State of Hawaii workforce initiatives specific to economic capacity building.

7. **How will effectiveness of the program be demonstrated?**

Ongoing surveys of students enrolled in the Digital Media courses will help to determine the effectiveness of the program. These surveys will ask such questions as reasons for enrolling in the courses; current employment status; and anticipated changes in job or career after completing the Digital Media courses. Follow-up surveys and further tracking of these students should also help determine program effectiveness.
Proposal for the Certificate of Competence in Video Web Casting

The Vocational Technology Division plans to offer a Certificate of Competence in Video Web Casting beginning Fall 2001. This proposal meets requirements for courses packaged in ways that lead to the award of a Certificate of Competence, a college credential for students who have successfully completed designated short-term credit or non-credit courses that do not exceed nine credits. The Certificate of Competence, as set forth by the Board of Regents and University Executive policy, is approved by the Provost and certifies that the student’s performance has been evaluated. The student must earn a GPA of 2.0 or better for all courses required in the certificate.

1. What are the objectives of the program?

The objective of this certificate is to give students an opportunity to explore Video Web Casting in a modern society. It provides exposure and diversity in a variety of global and local contexts. Students will be able to explore possibilities for self-expression and develop professional skills for future employment in the growing Video Web Casting industries. This Certificate of Competence starts students with the basics of Video Web Casting so they can develop a strong foundation to form a digital literacy core. Students will be ready to employ their creativity to meet the challenges of real-world video production. They will have experience in storytelling, animation, editing, broadcasting and directing.

2. Are the program objectives appropriate functions of the college and University?

Yes. The proposed Video Web Casting certificate fits well within the framework of education in Digital Media Education at Leeward Community College and the University.

The Certificate of Competence meets the following two major strategic plans:

The University of Hawaii System Strategic Plan 1997-2007 -- Goal A: Providing Access to Quality Educational Experiences and Services to the State; Goal B: Implementing Differentiated Campus Mission and Functioning as a System and Goal C: Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Leadership Role.
Leeward Community College, Academic Development Plan 1996-2002 --

A. Providing Access, Quality, and Service:

A.1. Strengthen student academic skills in reading, writing, critical thinking, oral communication, and group cooperation.

A.2. Improve academic quality by encouraging innovative teaching and learning strategies.

A.3. Increase access to the College and its programs.

A.4. Increase emphasis on quantitative reasoning, mathematical skills, and the scientific method in all appropriate classes.

A.5. Stimulate creative, critical, abstract, and non-linear thinking, and visual communication skills.

A.6. Strengthen student academic skills in research and in the use of information technology.

A.7. Improve placement of graduates.

A.8. Ensure that the college meets community education and training needs by working with community members to develop credit vocational programs.

A.9. Contribute to our communicates by focusing on capacity building and developing a service oriented presence.

B. Implementing Differentiated Campus Missions and Functioning as a System

B.1. Increase campus cohesiveness and a sense of identity.

B.2. Expand interdisciplinary connections.

C. Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Leadership Role.

C.1. Prepare students for participation in a global society.

C.2. Recruit more international students to LCC.

C.3. Recruit more adult learners to LCC.

3. How is the program organized to meet its objectives?

Existing faculty will teach the courses involved as part of their regular workload. Thus, there will
be minimal additional costs for this program. Advising will be done by lead faculty who are already advising students in existing programs within the college.

As a start for the 2001-2002 academic year and for inclusion in the LCC 2001-2002 catalog, the Certificate of Competence in Video Web Casting will consist of nine credits from the Vocational Technical division.

**DMED 130 DIGITAL STORYBOARD OR DMED 197F (3 credits)**  
This course will provide the student with an Introduction to writing and designing a digital storyboard, and the use of non-linear editing tools to create a movie. This is a hands-on course which focuses on writing a story in words and then translating it into drawing and digital form such as comic strips and movies.

**DMED 131 DIGITAL VIDEO OR DMED 197C (3 credits)**  
This course is an introductory course on how to plan, produce and develop digital videos for home, business or commercial purposes. This is a hands-on course aimed at developing the skills necessary to work in the technological market place of today.

**DMED 132 INTRODUCTION TO NON-LINEAR VIDEO EDITING OR DMED 197G (3 credits)**  
This course will present a basic introduction to non-linear editing. Raw video footage of images and audio will be edited to various output formats using a non-linear editing program. This is a hands-on course aimed at developing the skills necessary to produce digital video and multimedia presentations.

The college may propose to expand the Certificate of Competence program into an Associate in Science degree. The above courses are packaged according to skill requirements in the content areas, thereby providing maximum flexibility to students who seek a tailored set of industry skills related to specific needs.

4. **Who may enroll in the program?**

Since this certificate is designed to offer training opportunities in Video Web Casting production, the pool of potential students is expected to be varied and large. One example of student cohorts might include people who plan to transfer to UH Manoa; others may wish to graduate from Leeward Community College and apply their Video Web Casting skills within the context of immediate employment, including part-time employment while pursuing additional college study.

Total enrollments are expected to average 20 to 30 per year. As with many occupational programs, some students will opt for compressed accelerated courses leading to a Certificate of Competence.
5. **What resources are required for program implementation and the first five-year cycle operation?**

Since all of these courses are already included in the LCC curriculum, costs are anticipated to be nominal. Overall cost will be absorbed into the curriculum at large and thereby sustained under the current infrastructure that is generally funded.

The College already has the essential computer equipment needed for this program. To meet the demand for additional sophisticated equipment as the program grows, the College will reallocate resources from within the College. Therefore, there is no additional outlay of financial resources for equipment required at this time.

6. **How efficient will the program be?**

Because the certificate can be achieved in one semester the program has great potential to be marketed to industry. Demand for Video Web Casting skills are high while the number of institutions offering two-year degrees and certificates is extremely low. Hence, Leeward Community College's Video Web Casting program in job placement anticipates being very efficient and effective.

**Other programs in the college and similar programs on other UH campuses:**

Currently, there are no other Video Web Casting certificates of Competence existing within the UH Community College system or among proprietary schools within the State of Hawaii. Hence, the Certificate of Competence in Video Web Casting at Leeward Community College is positioned to be a valuable resource to the State of Hawaii workforce initiatives specific to economic capacity building.

7. **How will effectiveness of the program be demonstrated?**

The expected number of students entering the certificate program should be 20 to 30 annually. The expected number of graduates after the first year is expected to be 15 to 20 annually. Surveys of students enrolled in the Digital Media courses (e.g., reasons for enrolling in the courses; current employment status; anticipated changes in job or career after completing the Digital Media courses) and follow-up surveys of these students should also help determine program effectiveness.
Proposal for the Certificate of Competence in Web Page Design

In compliance with CCCM#6004, here with is a proposal for a new Certificate of Competence in Web Page Design at Leeward Community College.

The Vocational Division plans to offer the Certificate of Competence in Web Page Design beginning Fall 2001. Courses can be packaged in ways that lead to the award of a Certificate of Competence, a college credential for students who have successfully completed designated short-term credit or non-credit courses that does not exceed 9 credits. The Certificate of Competence, as set forth by the Board of Regents and University Executive policy, is approved by the Provost and certifies that the student’s performance has been evaluated. The student must earn a GPA of 2.0 or better for all courses required in the certificate.

1. What are the objectives of the program?

The objective of this certificate is to prepare students for a multitude of careers in the world of Web Design, development, and management. This truly comprehensive certificate starts students out with the basics of digital media to form a digital literacy core. Students will build a strong foundation on digital art, visual and information design, animation, web production and management.

2. Are the program objectives appropriate functions of the college and University?

Leeward Community College has a long-standing reputation for being a system leader in Digital Media Education. The proposed Web Page Design certificate fits well within that function and framework.

The Certificate of Competence meets the following two major strategic plans:

The University of Hawaii System Strategic Plan 1997-2007 -- Goal A: Providing Access to Quality Educational Experiences and Services to the State; Goal B: Implementing Differentiated Campus Mission and Functioning as a System and Goal C: Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Leadership Role.
A. Providing Access, Quality, and Service:

A.1. Strengthen student academic skills in reading, writing, critical thinking, oral communication, and group cooperation.

A.2. Improve academic quality by encouraging innovative teaching and learning strategies.

A.3. Increase access to the College and its programs.

A.4. Increase emphasis on quantitative reasoning, mathematical skills, and the scientific method in all appropriate classes.

A.5. Stimulate creative, critical, abstract, and non-linear thinking, and visual communication skills.

A.6. Strengthen student academic skills in research and in the use of information technology.

A.7. Improve placement of graduates.

A.8. Ensure that the college meets community education and training needs by working with community members to develop credit vocational programs.

A.9. Contribute to our communicates by focusing on capacity building and developing a service oriented presence.

B. Implementing Differentiated Campus Missions and Functioning as a System.

B.1. Increase campus cohesiveness and a sense of identity.

B.2. Expand interdisciplinary connections.

C. Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing its International Leadership Role.

C.1. Prepare students for participation in a global society.

C.2. Recruit more international students to LCC.

C.3. Recruit more adult learners to LCC.
3. How is the program organized to meet its objectives?

Existing faculties will teach the courses involved as part of their regular workload. Thus, there will be minimal additional costs for this program, other than additional sections required for those courses with high demand. Advising will be done by lead Faculty who are already advising students in existing programs within the college.

As a start for the 2001-2002 academic year and for inclusion in the LCC 2001-2002 Catalog, the Certificate of Competence in Web Page Design will consist of nine credits, three credits from the Arts and Humanities division and six from the Vocational division.

**ART 112 DIGITAL ART OR ICS 197E (3 credits)**
This course will provide an Introduction to technology, vocabulary and procedures of computer produced images, and the use of the computer as an artist's tool. This is a hands-on design course which focuses on developing communication skills in the area of two-dimensional design as it relates to computer based imaging.

**DMED 121 WEB PAGE DESIGN OR DMED 197B (3 credits)**
This course is an introductory course on how to plan, create, design, and develop a Web Site. The content includes how to incorporate text, graphics, animation, audio and video on a Web Site. This is a hands-on design course aimed at developing the skills necessary to work in the technological market place of today.

**DMED 122 WEB ANIMATION OR DMED 197D (3 credits)**
This course will present a basic introduction to graphic and animation design for multimedia Web production.

The college may propose to expand the Certificate of Competence program into an Associate in Science degree. The above courses will be packaged according to skills in the content areas, thereby providing maximum flexibility to students who seek a tailored set of industry skills related to their specific needs.

4. Who may enroll in the program?

Since this certificate is designed to offer training opportunities in Web Design production, the pool of potential students is expected to be varied and large. One example of student cohorts might include people who plan to transfer to UH Manoa; others may wish to graduate from Leeward Community College and apply their Web Page Design skills within the context of immediate employment, including part-time employment while pursuing additional college study.

Total enrollments are expected to average 20 to 30 per year. As with many occupational programs, some students will opt for compressed accelerated courses leading to a Certificate of Competence.
5. What resources are required for program implementation and the first five-year cycle operation?

Since all of these courses are already included in the LCC curriculum, costs are anticipated to be nominal. Overall cost will be absorbed into the fabric of the curriculum at large and thereby sustained under the current infrastructure that is general funded.

6. How efficient will the program be?

Because the certificate can be achieved in one semester the program has great potential to be marketed to the industry population. Demand for Web Page Designer skills are high, while the number of institutions offering two-year degrees and certificates is extremely low. Hence, Leeward Community College’s Digital Media program anticipates being very efficient.

The College already has the essential computer equipment needed for this program. To meet the demand for additional sophisticated equipment as the program grows, the College will reallocate resources from within the College. Therefore, there is no additional outlay of financial resources for equipment required at this time.

Other programs in the college and similar programs on other UH campuses:

Currently, there are no other Web Page Design certificates of Competence existing within the UH Community College system or among proprietary schools within the State of Hawaii. Hence, the Certificate of Competence in Web Page Design at Leeward Community College is positioned to be a valuable resource to the State of Hawaii workforce initiatives specific to economic capacity building.

7. How will effectiveness of the program be demonstrated?

The expected number of students entering the certificate program should be 20 to 30 annually. The expected number of graduates after the first year is expected to be 20 to 30 annually. Surveys of students enrolled in the Digital Media courses (e.g., reasons for enrolling in the courses; current employment status; anticipated changes in job or career after completing the Digital Media courses) and follow-up surveys of these students should also help determine program effectiveness.
Aloha all faculty and staff,

If a faculty strike does occur, I certainly hope that it will be a short one and that a negotiated settlement will be reached soon.

A faculty strike situation will obviously be a difficult one, not only for the strikers, but for those who may be required or need to report to work or who choose to report to work and therefore need to cross the picket lines. This includes our students and student employees who may choose to report to campus.

Although viewpoints may differ and tensions could run high, it is my sincere hope that, as members of the LCC Ohana, we will all do our best to respect the rights, freedoms, and views of all constituent groups and members of our College community. I wish each and every one of us well.

In the event of a strike, please note the following:

* LCC parking lot is open and available to all (during normal business hours).
* LCC restroom facilities are open to all.
* Cafeteria is open to all. However, the menu choices will be much more limited than normal.
* If you haven't yet read it, the UH Ku Lama (3/30/01) "Special Edition Strike Issue" (containing detailed strike-related information) is available in each Division.
* Official Bargaining Unit 7 (faculty) sign-in for work will be held from 7:45 a.m. to 11:30 a.m. in the Art Foyer in the Administration Building. However, sign-in accommodations will be made until 6:00 p.m.

My appreciation to the entire campus community for your understanding and cooperation.

Mark Silliman, Interim Provost

Mark Silliman 4/14/01
the Curriculum Committee. An example of the latter situation occurred with the Business Education Division’s Academic Subject Certificate in Pre-Business proposal. A faculty member requested to see the final copy, and the Business Education Division did not have the most recent approved copy, and at what stage it had been last approved.

It is for these reasons, that this sub-committee is recommending that the following changes are made to New Program proposal and Modifications to programs be made:

1. That a copy of the New Program proposals and Program Modification proposals (with any appropriate changes) be given to the proposer and division chair after it passes the following bodies:
   a. Curriculum Committee
   b. Faculty Senate
   c. Dean of Instruction’s Office
   d. Provost’s Office
   e. After the Chancellor has approved the final copy

2. A copy of a cover memo to each appropriate body indicating what is being submitted to the next level is copied to the proposer and division chair.

3. That a copy of the final signature page be given to the proposer and division chair.

In this manner, a proposer and division may know the status of the program and have the latest approved reference copy.
April 4, 2001

MEMORANDUM

TO: Faculty Senate Chair

FROM: Candace Hochstein
Senator
Chair of Curriculum Sub Committee on changes to the New Program proposal and Program Modification proposal process.

RE: Proposed Changes to the New Program and Program Modification process

The purpose of this memo is to request that the Faculty Senate approve the following changes to the New Program proposal and Program Modification proposal process. It will be creating an updated paper trail for the proposer and Division Chair so that they will know where/what stage the proposal is at, they will always have the most recent hard copy of the proposal in their possession, and they will have the approval documentation necessary for accreditation and other needs.

History: It has been brought to the attention of the Senate that Divisions are having problems knowing where New Programs and Program Modification proposals are being "lost" or stopped for any reason. Two recent examples of this are: 1) Certificate of Completion and Certificate of Achievement in Supervisory Management. These were program modifications, which were proposed in AY 1998-99, they were listed in the 1999-2000 catalog as pending approval. It was later discovered that the program modifications were sitting on an Assistant Dean's desk and had never been forwarded on to the Chancellor's office. By the time they were forwarded to the Chancellor's office, they were no longer being treated as Program Modifications, but as a New Proposal. This meant that the Business Education Division would have to provide new data regarding such things as need in the community. Currently, both of these certificates have been dropped. 2) The ICS program's two Certificates of Completions in Networking. These certificates were approved by the Chancellor's office in December of 2000. They were listed in the 2000-2001 LCC catalog without any notice that they were pending approval. This led to problems as students were seeking graduation checks for a degree that LCC was not approved to offer. This created further problems for students seeking military funding. They were not being reimbursed for these classes as the degrees were not recognized.

An additional problem brought to the Senate is that any changes made to the proposed programs/modified programs by the different reviewing bodies (Curriculum Committee, Senate, and Administration) were not shared with the proposer and Division. So if something has happened to the final copy, or a Division needs to provide a copy of the proposal prior to the final approval, the Division and proposer do not have the most recent and accurate information. All they will have is the original copy they submitted to