Leeward Community College Faculty Senate Agenda

Nov. 29, 2000, 3:15pm, former PASS Classroom

Refreshments 3:05-3:15
I. Approval of minutes 3:15-3:18
II. Reports: 3:19-3:45
   A. FS Chair
      1. Items from FacSen Chairs meeting-Maui
      2. General items and announcements
   B. 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
   C. Ad hoc committees -
      1. Revision of ADP - Fritz Osell
      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, Interim appointment procedures, position shifting, and Administrative Selection Committees membership and procedures (moved to Faculty Committee)
   B. Ms. Ganne letter - FS motion 00-__ response? (moved to Faculty Committee)
   C. Shared Governance issue
   D. Definition of Department/Division Senate representation (Article VIII, section 2, item H)
IV. New Business: 4:31-4:50
   A. Who walks at Graduation?
V. Announcements 4:51-4:55
VI. "What's on your mind?" 4:56-5:30
VII. Next refreshments volunteers? (one more meeting this semester-Dec. 6)

Last meeting of this semester: December 6, 2,000
LEEWARD COMMUNITY COLLEGE  
2000 – 2001 Faculty Senate

UNAPPROVED Minutes of the November 29, 2000 Meeting

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


SENATORS EXCUSED: L. Andres, F. Iha, W. Imada.

GUESTS: Shelley Ota

CALL TO ORDER: The meeting was called to order with a quorum at 3:15 pm.

APPROVAL OF THE MINUTES: The minutes of the November 8 meeting were read and approved with one minor correction.

CHAIRMAN’S REPORT: Chairman Hochstein reported on the meeting of the Faculty Senate Chairs meeting. Items included:

- UH President Mortimer has indicated that he will leave the islands immediately after his term expires in June. The extent of his role in the filling of the top University administrative positions remains unclear
- EIF Grant applications were reviewed. The committee has made recommendations. Results are forthcoming. There was an unusually high number of applications.
- Interim Provost Mark Silliman will be in China from Dec 1 to 15. In his absence, Doug Dykstra will serve as Acting Interim Provost. Doug will be gone from Dec. 8 to 11 during which time Cliff Togo will serve as Acting Interim Provost.
- President Mortimer and Chancellor Tsunoda will both be guest speakers at Leeward Community College’s Commencement on Dec. 15.
- Cindy Martin needs Senate representation on two committees, the Travel Grant Committee and Staff Development Committee. Senator C. Hochstein will serve on Travel Grant Committee; Senators Lococo and Pascual will serve on the Staff Development Committee.

COMMITTEE REPORTS:

ELECTIONS – Senator Hara reported that noon Thursday, November 30, 2000 is the closing date for Senate elections. Counting will be done that afternoon, and results will be available later in the day.
PROGRAM REVIEW – Senator Levy reported on the System-Wide Distance Education Committee meeting and submitted a written report by Kay Porter. Additionally, on the matter of program review, Senator Levy reported on the difficulty in using Program Health Indicators (PHI) to evaluate Liberal Arts. Voc. Tech. PHIs will need to be revised if they are to be used. Should the C.C. System offer more support/direction in this matter? Should program review (which received a considerable amount of attention by Accreditation Visiting Teams) be done on a campus-by-campus basis or on a system-wide basis? What is LCC’s commitment to this?

CURRICULUM COMMITTEE – Senator Goodman presented two lists of C.C. actions. The first was a list of approved experimental courses in ACC, BUS, ECOM and DMED and needed no Senate action. The second was a list of course modifications (OAT 136, 137, BUS 155, MATH 100, MUS 122Z), a course deletion (OAT 125B), and two program changes (OAT and Accounting). It was decided to remove the Math 100 modification (change in prerequisites) and Accounting program changes and vote on the remainder of the package.

Motion 00-55: To separate the modification of MATH 100 and changes in the Accounting from the Curriculum Committee’s report and accept.

PASSED – Unanimously

Motion 00-56: To accept the Curriculum Committee’s report on the Accounting program changes.

PASSED – Y=16; N=2; Ab=0

AD HOC COMMITTEE REPORTS:

ADP REVIEW COMMITTEE – Senator Osell distributed the current version of the 1996-2002 ADP. The Senate discussed the purpose of this committee in light of the fact the ADP will expire in two years.

LCC REORGANIZATION COMMITTEE – Senator Hayasaka reported on the November 17 campus-wide meeting which attracted more than 20 people who mostly were receptive to the notion of reorganization. It makes good sense to dovetail reorganization talks with any revision/rewrite of the ADP.

CHLOE HOLLAND COMMUNITY SERVICE COMMITTEE – Senator C. Hochstein reported that the final highway clean-up has been done. The Senate needs to decide whether or not to continue this project in the future and notify the City and County by March, 2001.
DISTANCE EDUCATION OVERSIGHT – It has not yet been decided if Kay Porter will be the Senate liaison on the issue of distance education (she serves both on the LCC Distance Ed. and the System-Wide Distance Ed. Committees) or whether the Senate wishes to have more direct input and establish a separate Senate committee or assign the task of oversight to an established committee (Curriculum/Program Review?). Senator Goodman will take this back to the Curriculum Committee for discussion and comment.

OLD BUSINESS:

☑ The Senate requested the Secretary to contact Professor Saromines-Ganne about her letter regarding summer school course cancellations.
☑ The Senate brought a closure to the Shared Governance Policy discussions by stating that it will continue to operate under the BOR Policy and HRS Chapter 89 umbrellas as required.
☑ On the issue of Senate Department/Division representation, Senate Revised By-Laws are clear that an eighth unit shall be represented. This traditionally consists of Academic Support, Library, LRC, Media Ctr., Testing, etc. If no senators are elected from this group, the Chair may appoint one person to represent them.

Motion 00-57 (Osell/Lococo): Group H in the Senate By-Laws shall be represented by ONE Senator.

PASSED – Unanimously

Motion 00-58 (Osell/Thomson): To suspend the regular agenda to consider the Math 100 course revision which was previously separated from the Curriculum Committee’s report.

PASSED – Unanimously

Senator Goodman was able to produce for the Senate the hard copy of the Math 100 course modification proposal. Basically this prerequisite modification would allow students who receive an “A” in Math 24 to go directly into Math 100 (skipping Math 25).

Motion 00-59: To approve the Curriculum Committee’s recommendation to change the prerequisite for Math 100.

FAILED – Y=5; N=7; Ab=3

NEW BUSINESS:

☑ The issue of who should be allowed to walk at commencement was raised. Previously, only AA, AS, AAS, CA, and CC recipients walked. There is
some concern that students who receive Academic Subject Certificates or
Certificates should also be invited to walk.

Motion 00-60 (Hayasaka/Pond): To recommend to the Administration that any
student who wishes to march at graduation because he/she has reached a College
recognized milestone in a credit program offered as of this date (November 29, 2000)
be allowed to participate in graduation.

PASSED – Y=11; N=3; Ab=2

ANNOUNCEMENTS: The following items will be placed on the agenda for next week:

- A motion to use the mode rather than the median in the calculation of
  faculty evaluations.
- Faculty should not administer final exams during the last week of
  instruction.
- Term limits for Senators.

ADJOURNMENT: The meeting was adjourned at 5:30 pm.

RESPECTFULLY SUBMITTED: Jack Pond, Secretary
Meeting of the system-wide Distance Education committee: November 27
Next meeting: December 18
Handouts:
1. Minutes of the October 30 meeting
2. Committee Implementation Restructuring (Committee, Sub-Committees, and Groups)
3. Committee To Do 2000-2001
4. Committee Operating Plan
5. Committee Operating Structure
6. Possible AA Degree Cable and Cable/Internet Delivery Schedule

The committee worked on subcommittees: what subcommittee do we need? Who should serve on them? Do we need an executive committee? “FIGS” is the short name of the faculty subcommittee. Stacy Thomas is LCC’s representative on the “Campus Distance Coordinators Sub-Committee.

The Funding subcommittee will focus on getting external funds, such as grants. There was discussion as to how Distance Education will be funded and a worry that it might take funds from campuses. Vinnie Linares reported that the Faculty Senate Chairs are disturbed that a proposed budget plan did not make it to the Board of Regents.

Will we market DE courses internationally? Helen suggested that people in Japan might want to study English from our on-line courses.

There is “Production Value” which says that the people who have the most money to develop courses will have the best courses to attract students. Again, the neighbor islands do not want to be left out of the loop in developing DE courses.

The second topic was Operating Structure. How do we look ahead? Helen Sina, our chair, has recently attended two national conferences on distance education. This is where the major growth in now occurring in colleges all across the US. Vinnie just returned for conferences in LA and said, “I am blown away by the incredible inter-active web-based media. The multimedia equipment is exciting, but not feasible for most of our students as they do not have the equipment to access it. We need more learning centers or stations where DE students can go to use the latest computer equipment.

We now have 107 Distance Ed courses in the UH system. There was some discussion of limiting which courses should be developed. The neighbor islands do not want to be left out. Someone said that we did not need 5 different English 100 courses on line. However,
the general consensus was that Distance Ed is in such early stages that it is too soon to limit the number of courses and sections created. For the time being, the market (and each campus) will determine what courses are developed and whose on-line courses will be taught.

We discussed the difference between education and training. Someone suggested we offer more “training” programs. Others want to focus on education, which is more theoretical, divergent, idiosyncratic. Are we trying to do both training and education? Do we want top-quality “Nova on a DC” type of education. Someone said that an article in today’s Advertiser said that E-learning today is where E-commerce was three years ago. Expect amazingly fast growth. We need to determine our audience and purpose.

Student web site: We agreed that DE students need a place to talk with each other and share information about teachers and courses. Someone suggested making an external web-site for this.

DE faculty need their own web sites where potential students can read about their DE courses. ITS will make template faculty web sites for those faculty who do not want to make their own. The FIGS group is to design several templates for faculty web sites.

Excellence in Education Conference: March 2
We brainstormed ideas for DE sessions:
--a Talent Show where different instructors show off pieces of their courses
--an on-going demo of teaching with WebCT.
UHCC Distance Education Committee
Minutes
October 30, 2000, 1:00-4:00 p.m.
Chancellor’s conference Room


1. Minutes of September 25, 2000 UHCC DE committee were read and approved.

2. Helen Sina announced that Gail Ishii is available for thirty hours per week to do meeting notes. Please filter requests thru Helen. Helen also announced that committee work will be posted on the UHCC website soon.

3. Committee Restructuring: The implementation phase of the committee’s work requires that the committee membership “morph,” and we need to have a process to establish who will be on the committee. The committee will be a board through whom recommendations and reports pass, but sub-committees will meet separately. Each subcommittee should draft a statement for membership. Discussion occurred regarding what the vehicle is to implement subcommittee work. It was agreed that the subcommittee groups set procedures, but for policy decisions, the subcommittees should pass these decisions through the committee. Also, subcommittee groups should work through supervisors when constructing the groups. After that, names should be sent to the UHDE committee.

4. Fiscal is working with the Aldrych system and the financial system to determine which fields and data will be developed.

5. Financial Aid reports the refund issue is always complex with home campus giving financial aid. It was argued that the home campus financial aid officers would like a mechanism to watch students at all campuses.

6. By November 27, each subcommittee has been asked to send a statement to Helen Sina that includes how one is appointed to the subcommittee, what responsibilities and focus the subcommittee will undertake, and what other groups the subcommittee needs to liaison with.

7. By November 27, each campus distance coordinator should send a statement to Helen Sina that includes responsibilities on his/her campus.

8. Subcommittee Reports

Curriculum and Instruction (Harry Kawamura for flo wiger): The Deans have met and have a spring schedule. By December, they will be looking at summer
and intend to be offering courses in every area. A decision was made to put all
DLIT courses onto the schedule. HITS and CABLE lines and facilities continue to
be a challenge.

Assessment and Evaluation (Harry Kawamura) The survey instrument, to be
given at the front and back ends of a course, has been developed and shared with
the UHDE committee. Faculty are to come up with their own student evaluation
of instruction. We need to decide what data we need to collect to see how well we
are doing. Another item up for discussion is to find a new definition of distance
education. Questions have been raised as to faculty going off-campus to deliver
instruction falls within the category of distance education.

Faculty Interest Group (FIG) (Judi Kirkpatrick) The faculty appointed to the
UHDE from each campus define their responsibilities to include campus liaison to
faculty and administration and spokesperson to the distance education faculty at
their respective campuses about UHDE matters. A mailing list for teaching faculty
called fig-l@hawaii.edu will give teachers a chance to hear more easily about the
UHDE A. A. courses in this program. The teaching faculty will be asked to
review the front and back-end assessment questions that the UHDE committee
would like to run in all distance courses weeks 2-3 and weeks 13-14 of each term.
This assessment piece should be implemented by the Chancellor's office. The
FIGs would like to focus on academic support for professional development in the
UHDE distance course development.

Registrars and Student Support (Bonnie Honma for Alvin Tagomori) The groups
will meet two times before the end of the year and will work with each other and
the fiscal officers to revise forms and to develop a system to collect fees when
registration occurs for distance courses. We have left students at question
stand for next term. They are also working on the issue of the lack of uniformity
in campus withdrawal dates and will work to see that the DLIT site dates are
the same as the campus printed information.

Financial Aid (Jo Ann Yoshida) The subcommittee will work on monitoring
satisfactory academic progress, minimal credits, and GPA for students to qualify
for financial aid. Financial Aid officers would like access to grades for they have
to report enrollment status every other month. Also, enrollment verification is
necessary for health insurance status.

Academic Support (Mike Pecsok) Mike noted that some campuses, but not all, have
support for special student services and accommodation for students. He noted
that all websites need to be compliant by the end of 2000. He also mentioned
certain library special collections may not be available from a distance.

Campus Distance Coordinator (Stacy Thomas) Stacy has met with the bookstore
coordinators and was told that late faculty orders are the primary reason why
books do not arrive in time, especially for spring semester. There have been student complaints about the costs of books. The bookstore will order 2-3 extra books for the distance classes. They are considering getting a toll free international phone number.

Marketing (Helen Sina for Marilyn Walsh) The draft of the brochure was distributed, and the campus contacts have been updated. The information is not yet on the website. She notes that there are some courses in this brochure not available for all students, particularly the ones going to Molokai, Lanai and Kona only. The brochures will be printed by November 2, Thursday, and should be given to Distance Coordinators to deliver to distance faculty and other appropriate staff and places on campus. Continued discussion is taking place regarding funding for the UHDE implementation.

Academic Support (Beth Kuyper-Herr) Beth is working on standardizing testing and proctoring forms and procedures. She brought a draft of a form to the committee and received feedback on the form. It was suggested that the form be available for faculty on the web, for efficiency of filling out and delivering the form to the various testing sites in the system. Another issue Beth brought up was that some kind of proctoring form needs to be developed for students who are not able to get to an in-state testing site.

Next meeting: November 27, 2000, 1-4 p.m., Chancellor's Conference Room.
MEMO TO: Faculty Senators  
FROM: James Goodman, Curriculum Committee Chair  
SUBJECT: Experimental Course Approvals

The below courses have been approved as experimental courses by their respective division chairs, the Acting Dean of Instruction Doug Dykstra, the Curriculum Chairperson, and the Senate President Bob Hochstein. These courses will be active for only two years, at which time they must be proposed as regular courses and submitted to the full curriculum committee and approved by the Senate, if they are to be continued to be offered in the future.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACC 197B</td>
<td>ACC FOR ENTREPRENEURS</td>
</tr>
<tr>
<td>ACC 197C</td>
<td>PREP. FINANCIAL STMTS</td>
</tr>
<tr>
<td>ACC 197D</td>
<td>ACCOUNTING SYSTEMS</td>
</tr>
<tr>
<td>BUS 197B</td>
<td>STARTING A NEW BUSINESS I</td>
</tr>
<tr>
<td>BUS 197C</td>
<td>STARTING A NEW BUSINESS II</td>
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<tr>
<td>BUS 197D</td>
<td>STARTING A NEW BUSINESS III</td>
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<tr>
<td>BUS 198</td>
<td>ADVANCED COMPUTER SYSTEMS</td>
</tr>
<tr>
<td>ECOM 197</td>
<td>E-COMMERCE MARKETING</td>
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<tr>
<td>ECOM 197K</td>
<td>PRODUCT DEVELOPMENT</td>
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<td>ECOM 197L</td>
<td>PERSONALIZED MARKETING</td>
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<td>ECOM 197M</td>
<td>MARKETING PLANNING</td>
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<tr>
<td>DMED 197D</td>
<td>WEB ANIMATION</td>
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<td>DMED 197E</td>
<td>DESKTOP PUBLISHING</td>
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<td>DMED 197F</td>
<td>DIGITAL STORYBOARD</td>
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<tr>
<td>DMED 197G</td>
<td>INTRO TO NON-LINEAR EDI</td>
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MEMO TO: Faculty Senators  
FROM: James Goodman, Curriculum Committee Chair  
SUBJECT: Curriculum Committee Report

The following courses have been recommended by their respective subgroups and voted on by the full committee (with the voting results listed below). We ask that the Faculty Senate accept our recommendations for approval.

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<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>PROPOSAL</th>
<th>VOTE</th>
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<tbody>
<tr>
<td>OAT 125B</td>
<td>ELECTRONIC DECISION SYSTEMS</td>
<td>DELETE</td>
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<td>OAT 136</td>
<td>BUS. COMP. SPRDSHTS-EXCEL</td>
<td>MODIFY</td>
<td>UNANIMOUS</td>
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<tr>
<td>OAT 137</td>
<td>BUS. COMP. SPRDSHTS-ACCESS</td>
<td>MODIFY</td>
<td>UNANIMOUS</td>
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<td>BUS 155</td>
<td>QUANTITATIVE BUS. APPL.</td>
<td>MODIFY</td>
<td>UNANIMOUS</td>
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<td>MUS 122Z</td>
<td>UKULELE II</td>
<td>MODIFY</td>
<td>14(Y)1(AB)</td>
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<td>MATH 100</td>
<td>SURVEY OF MATHEMATICS</td>
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<td>UNANIMOUS</td>
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<td>OAT PROGRAM CHANGES</td>
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<td>14(Y)1(N)</td>
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<tr>
<td>ACCOUNTING PROGRAM CHANGES</td>
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<td>12(Y)2(N)1(AB)</td>
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Leeward Community College

ACADEMIC DEVELOPMENT PLAN

1996-2002
I. THE COLLEGE

Leeward Community College was the first community college in Hawai‘i to be established and built as a community college rather than to be adapted from technical school origins. Opened in Fall 1968 under the leadership of Provost Leonard Tuthill, the College moved to its new 49-acre campus overlooking Pearl Harbor between Pearl City and Waipahu in Spring 1969. Although construction continued for several years while enrollment boomed, the master plan for the College was never entirely implemented, leaving the College without planned classrooms and specialized facilities for fine arts and social sciences.

LCC is one of seven community colleges in Hawai‘i that reports through the Senior Vice President and Chancellor for Community Colleges to the President and the Board of Regents of the University of Hawai‘i. Its liberal arts program and associate in arts degree are strongly influenced by the general education requirements of the University of Hawai‘i baccalaureate programs. In addition, it has developed vocational programs in business, vocational/technical areas, and computer science.

In addition to its main campus in Pearl City, the College maintains an outreach instructional program and facility at Wai‘anae. Both on the main campus and at Wai‘anae, the Office of Continuing Education and Training (OCET) offers a non-credit program that offers commercial driver training, Hawaiian language, continuing education for real estate, visitor industry training, and many other courses of interest to the community.

The college has unique resources: one is a theater that seats 600+ people and serves as a site for college music, dance, and drama productions; public school and other community events; and national and international touring theater groups. A second is the developing observatory park, which will be linked to public schools and offers viewing opportunities to community groups such as senior citizens.
II. MISSION

Leeward Community College’s basic mission and philosophy is contained in its motto: “To Help People Learn.” While recognizing that students have the ultimate responsibility for their own learning, the College and its staff have committed themselves to theorizing and implementing ways in which the College and its staff can support, encourage, and enhance students’ learning processes. LCC is dedicated to responding to the wide range of educational needs of the people in its community. The College believes in the dignity and potential of each individual and the power of that belief to help people learn and grow. It is committed to providing an educational environment which accepts people as they are and fosters the development of each person’s unique talents. At LCC, education is a cooperative endeavor in which students, faculty and staff share responsibility.

Leeward Community College’s broader mission is

1. To broaden access to post-secondary colleges in the State of Hawai‘i by providing open door opportunities for students to enter quality educational programs within their communities;

2. To provide vocational and technical programs which both prepare students for immediate employment and provide the paraprofessional and trained workforce needed by the State;

3. To specialize in the effective teaching of general education and other introductory liberal arts and pre-professional courses;

4. To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities; and

5. To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services in which the College has a special competence; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

LCC is the gateway to higher education in West and Central O‘ahu. Through academic excellence, a comprehensive curriculum, and responsive community partnerships, the College seeks to be a vital force in the intellectual, cultural, and economic life of its communities. Capitalizing on the diversity of its students, staff, and community, the College also seeks to be a center of multi-cultural and international study that prepares people for global involvement.
III. THE PLANNING PROCESS

Development of the 1996-2002 ADP began in the Fall of 1995 with the Leadership Colloquium and Convocation. The Campus Council became the Steering Committee: a revised vision statement was adopted, and the Executive Committee drafted five basic goals based on input from surveys and campus forums. In the Spring of 1996, division and unit goals and objectives were identified and reviewed by the Provost and the Campus Council. The list of goals identified by the College for the planning period was the following:

1. Strengthen Academic Skills
2. Prepare Students for Participation in a Global Society
3. Promote the Integration of Campus Activities
4. Enrich the Spirit of Community
5. Initiate Curricular Innovations in Partnerships with Communities
6. Strengthen Relationships with Surrounding Communities
7. Pursue Resource Development

The draft became stalled in the period from Fall 1996 until Fall 1998, when LCC underwent a change in administration. Interim Provost Sharon Narimatsu then circulated the document for College review, at which time the Faculty Senate offered to hold three Campus Conversations to discuss its structure and content. It was determined that a reorganization and consolidation of various elements would be advisable, and a revision was prepared for a final review in Fall 1999.
IV. PLANNING CONTEXT

A. External Planning Assumptions

The State of Hawai‘i will continue to try to position itself as an East-West crossroads and will need a workforce with international understanding and communication skills. However, state funding for higher education will not return to previous levels during this planning period. LCC will be expected to generate a portion of the revenues to cover its expenses through tuition, fees, contract education, fund-raising, community educational partnerships and other creative approaches.

The State and the University will invest in establishing telecommunications systems for education, both video and computer and their emerging combinations. However, LCC will have to provide its own resources for the development of educational uses of these systems and on-going training of staff.

The populations of the Leeward and Central areas of O‘ahu will continue to grow with the primary expansion being on the ‘Ewa plain in and around Kapolei. The population increases will continue to create additional demand for higher education at LCC. The economy will change as Kapolei develops and plans for Central O‘ahu are implemented. Almost all new employment will be in the ‘Ewa area with increases in retailing, government employment, skilled trades, tourism, social services, recreation, and product distribution. In both the ‘Ewa and Central areas, diversified agriculture is replacing sugar. Heavy industry (power plants, refineries, waste water treatment, etc.) will grow in importance in the surrounding industrial parks. The military will develop Ford Island as an accounting and business center.

B. Internal Planning Assumptions

Planning was completed with the assumption that U.H.-West O‘ahu would be relocated to a permanent campus apart from LCC. The more likely assumption now is that UHWO will be sharing campus facilities with LCC for the foreseeable future. Portable structures erected on the Leeward campus for use by West O‘ahu have lessened the need to share classroom space.

LCC will need to compensate for continued budgetary austerity with concerted strategies to pull campus constituencies together as a more cohesive working unit. Efficiency and productivity will be particularly important because the College is unlikely to receive significant increases in position count over the course of this planning period.
Although the College has completed its Physical Facilities Master Plan, no new construction will take place on campus due to University priorities for construction elsewhere throughout the system. However, there will still be a need to pay for maintenance and utilities: LCC will need to fix air conditioning, roofs, and other infrastructure, as well as provide additional means of delivering distance education.

The University System review of the general education core will emphasize support for raising standards in the basic academic skills fields and effectively assessing students’ achievement of the standards.

The Community College system will seek to cooperate with the national emphasis on providing occupational education and developing a “seamless web” between secondary and post-secondary education.
V. GOALS

The University of Hawai‘i Community Colleges Strategic Plan for 1997-2007 outlined the following priorities:

**GOAL A:** Providing Access to Quality Educational Experiences and Service to the State

**GOAL B:** Implementing Differentiated Campus Missions and Functioning as a System

**GOAL C:** Continuing to Champion Diversity and Respect for Differences

**GOAL D:** Strengthening the University as a Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing Its International Role

**GOAL E:** Acquiring Resources and Managing Them With Accountability and Responsiveness

1. LEEWARD CC PRIORITIES BY GOAL

A. Providing Access, Quality, and Service

This goal focuses on monitoring student progress by means of measures such as retention, transfer, and graduation rates. Focused counseling and monitoring, a reduction in the retaking of courses, and alternate methods of basic skills instruction through the Learning Resource Center or on a non-credit basis, as well as other methods of certifying student competencies, are encouraged. Articulation with high schools, classroom assessment and attention to the general education experience are recommended.

In response to State needs, a closer integration of credit and non-credit learning is expected to result in an increase in services to support economic development. Faculty expertise should also be applied to community needs and problems, partnerships encouraged, and closer collaboration among campuses developed.
Specific goals which LCC has established for the 1996-2002 planning period are the following:

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 literacy skills.

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

A.7 Increase student access to education through distance education.

A.8 Improve the transition of students from lower to higher education by building kindergarten to graduate school bridges.

A.9 Improve placement of graduates.

A.10 Ensure that the College meets community education and training needs by working with community members to develop both credit and non-credit vocational programs.

A.11 Contribute to our communities by focusing on capacity building and developing a service-oriented presence.

A.12 Encourage and reward College members' involvement in community organizations and activities.

A.13 Utilize facilities throughout the day, evening, and weekends.

B. Implementing Differentiated Campus Missions and Functioning as a System

The second community college system goal addresses campus roles and focus within the community college system. Providing access to the traditionally disadvantaged,
enrollment management, block scheduling, year-round scheduling, and resource allocations are some focus areas. Other priorities are expanding inter-campus collaboration and facilitating concurrent registration across campuses. Yet another priority is providing sufficient liberal arts positions to increase offerings that meet student demand.

In order to enhance these expanded directions and to complement degree programs offered at the University of Hawai‘i at West O‘ahu, LCC Instructional Services will provide more support for sophomore-level courses.

Specific goals which the College has identified for the 1996-2002 planning period are the following:

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

B.2 Improve campus communication.

B.3 Expand interdisciplinary connections.

B.4 Expand credit/non-credit connection.

B.5 Develop activities that integrate theater programming with instruction and connect math and science curriculum to the observatory as two campus-wide resources.

B.6 Create partnerships with UH-West O‘ahu.

C. Continuing to Champion Diversity and Respect for Differences

This goal focuses on continuing to develop a community college environment sensitive to diversity. The recruiting and retaining of under-represented student populations, particularly Hawaiian, is encouraged, as well as the active recruitment of under-represented faculty and staff.

Specific goals which LCC has established for the 1996-2002 planning period are the following:

C.1 Coordinate and enhance the effectiveness of social, cultural, and international activities that augment educational programs.

C.2 Foster a civil, caring, and mutually respectful environment.
C.3 Continue to foster an environment that is sensitive to the needs of a diverse student body, faculty, administration and staff.

C.4 Provide opportunities for faculty, students, and staff to study abroad.

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

The fourth community college system goal encourages expanded course offerings in Hawaiian, Asian, and Pacific languages, history, and cultures. It advocates providing an international dimension and the recruiting of nonresident students, recommending affiliation, exchange, and other collaborative arrangements, as well as continued cooperation with the East-West Center.

LCC Instructional services will make provisions for expanding the English as a Second Language (ESL) programs, which will greatly enrich the international and cultural diversity of the student body. With its unique offerings and distance education mechanisms, the College will serve national and international students as well as the State of Hawai‘i. Programs such as the international business curriculum, faculty and student exchanges, continued cross-continental curricular comparisons and dialogue, and cooperative teaching ventures involving colleagues in other countries will provide new dimensions to the LCC educational experience.

The goals which the College has established for the 1996-2002 planning period are the following:

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

D.2 Provide students an educational experience with an international dimension (classroom experience, co-curricular activities, certificate programs, etc.)

D.3 Expand community awareness and understanding of multi-cultural values.

D.4 Recruit and find keys to the academic success of under-represented student populations, especially Native Hawaiians.

D.5 Improve the recruitment and retention of mainland U.S. and international students.
E. Acquiring Resources and Managing Them with Accountability and Responsiveness

The final Community College System goal promotes the development of both human and physical resources through a systematic approach to faculty and staff development. It advocates the implementation of multi-year fiscal plans to provide a sustainable resource base. Priorities are the restoring of positions in the liberal arts, the improving of the lower division undergraduate experience, and the continuing development of special focus areas in the disciplines. The enhancement of student services through the implementation of increased application and drop fees and through the development of performance indicators is recommended. Increasing community financial support in conjunction with the University Foundation is a final priority.

LCC is the only community college on O'ahu that serves as a major point of distribution for 'Olelo's public and educational access. The College also provides the only degree granting program in Television Production (TVPRO), a program which has produced eight Emmy Award-winning scholars. The integration of TVPRO with Information and Computer Science (ICS) and the Arts and Humanities division combines the College's strengths in new and creative ways that are sensitive to industry and community needs. The main goal is to complement other available distance education resources. Cross-disciplinary initiatives can result in Internet broadcast of Theatre productions and credit/non-credit instructional programs.

LCC is also the only O'ahu community college to have its own performing arts facility. The broad programming schedule of the LCC Theatre draws nearly 90,000 visitors to this facility each year, thus generating more community contact activities than any other program on campus. The Theatre programming and LCC Performing Arts programming will be incorporated into a consistent, long-term, and well-supported educational plan that will ultimately have a beneficial influence on all campuses and units. In order to do so, the Theatre will need technologically advanced sound and lighting systems to sustain quality productions.

Specific goals which the College has established for the 1996-2002 planning period are the following:

| E.1 | Match faculty talent and interest with the priorities and mission of the College. |
| E.2 | Prepare human resource development plans which address faculty development and staff revitalization. |
E.3 Continue to improve the development of faculty and staff by keeping them trained and equipped to do their jobs as well as possible.

E.4 Create greater community awareness of LCC.

E.5 Pursue resource development by increasing donations to the College.

E.6 Increase the percentage of College revenues which are generated through grants and marketing of college expertise.

E.7 Establish avenues for retirees, alumni, and community leaders to become involved in the College through service on boards, speaking engagements, and mentoring programs.

E.8 Make the campus more beautiful.

2. PRIORITIES BY COLLEGE UNIT

Activities in support of these goals will be reassessed on an annual basis, and indicators will be used to monitor progress.

A. Instructional Services

The main organizational unit of LCC, Instructional Services is administered by the Office of the Dean of Instruction. General Education Programs in Arts & Humanities, Language Arts, Math & Natural Sciences and the Social Sciences, as well as Vocational Technical and Business Education Programs and Leeward CC at Wai’anae, are LCC educational components. Instructional Service priorities are to

1. Broaden access by strengthening distance education activities. Specifically, Instructional Services will

   • Deliver at least one course from each of the Arts and Humanities core course requirements for the A.A. degree via alternative delivery techniques

   • Inventory and assess activities for both on-site and distance delivery to determine their range, scope, and effectiveness
• Maintain a five-year comprehensive college-wide information and technology plan

• Develop a cross-disciplinary Certificate of Completion in Media Pro via Internet

• Deliver a Certificate of Completion in Substance Abuse Counseling via HITS

2. Enrich general education through performing arts and theater programming. Specifically, Instructional Services will

   • Provide short-term workshops dealing with the skills of personal presentation [Arts & Humanities faculty, Theatre staff]

   • Film appropriate theater events for broadcast via public access TV [TVPRO]

   • Provide students with opportunities to intern in the Theatre facility while taking courses

   • Provide the opportunity for Substance Abuse Program students and other Social Science students to engage in role-playing exercises

3. Enhance career mobility through credit/non-credit entrepreneurial activity by

   • Modifying non-credit modules to fit within the schedules of working students

   • Translating continuing education units and CLEP scores into credit equivalents

   • Providing educational packages to meet the needs of lifelong learners

4. Prepare students for immediate employment upon program completion through state-of-the-art vocational programs. Specifically, Instructional Services will

   • Continue support for existing vocational programs by replacing and upgrading of equipment, developing “life skills” curricula for exploration of vocational areas, and using portfolio assessment for giving credit for relevant professional experience
• Achieve and maintain national standards and certification for all existing vocational programs

• Explore new possibilities in programs that respond to the demands of the workplace.

5. Establish Area Concentration Certificates in subject areas that are responsive to community needs and career interests, such as Hawaiian Studies, Philippine Studies, Music, and Pre-Education.


7. Regularly assess the quality of education and the student experience and use the results of that assessment to direct needed changes.

8. Improve the quality of the general education experience by establishing standards and assessing basic learning.

9. Ensure access to core courses and smooth articulation among campuses; monitor the student transfer experience and progress between and within the various campuses.

10. Utilize facilities throughout the day and evening.

11. Seek partnerships with industries to increase the delivery of contract training and services to support economic development.

B. Academic Support

Part of the LCC Instructional Services Organization, Academic Support includes the Library, the Learning Resource Center, the Educational Media Center, the Computer Center, and the Staff Development Office. Academic Support priorities are to

1. Support distance learning and the use of technology-based information storage [Library].

2. Support information technology through the services of the Educational Media Center (EMC) and Computer Center (CC).

3. Improve campus publications, both print and technology-based (e.g., E-mail, Web site).
4. Support individual learning needs and the General Education Project academic skills through the services of the Learning Resource Center (LRC), Library, and the Assessment Office. Specific possibilities are

- Implementing campus-wide tutor certification training
- Addressing deficiencies in the Library’s collection and services
- Enabling students to develop entry-level abilities to access information from the Library and its growing number of on-line resources
- Establishing minimum standards for students in managing and evaluating electronic information
- Providing multiple approaches to accommodate students’ varying needs and skills

5. Reorganize the Academic Support Unit to reflect changing campus needs.

6. Provide support for classroom research and creative activities.

C. Student Services

Student Services is the third of the four main units which report to the LCC Provost. Organized under the Dean of Instruction, this unit coordinates Counseling & Guidance, Admissions & Records, Student Activities, and Career Development. The priorities of Student Services are to

1. Establish an enrollment process to provide enhanced services and opportunities for students from pre-entry to post-exit.

   - Examine reorganization under subdivisions of enrollment services and counseling services by (a) restructuring counselor time to allow more direct service to students and (b) consolidating work done by two different coordinators/establishing a position of coordinator of counseling services.
   - Improve financial aid in the form of more information and assistance in the processing of applications and monitoring of student eligibility.
   - Make the financial aid process more user-friendly.
• Work more closely with instruction and academic support to implement enrollment management strategies.
• Expand outreach efforts and pre-admissions advising to attract students.
• Work more closely with OCET to include non-credit students in enrollment services.
• Develop ways to make the Unsatisfactory Academic Progress (UAP) policy more prone to increase retention.
• Enhance opportunities for student involvement in the College.
• Extend student learning and leadership experiences through staff-supervised co-curricular activities.

2. Broaden access to student services via technology.
• Enhance computer capabilities for student services in its direct servicing of students
• Broaden access to information via the Internet and the World-Wide Web
• Simplify the enrollment process

D. Office of Continuing Education and Training (OCET)

A second organizational unit, the Office of Continuing Education offers an array of noncredit short courses and performing arts events. An extensive schedule of continuing education classes and theater productions is published and distributed without charge to the community surrounding the campus. The activities of the Office are well-attended and fee-supported. The non-credit program is limited only by available space and facilities.

1. Expand the non-credit program. Specific goals are to
• Create additional office and classroom space in the renovated ‘ewa portables
• Take existing programs to new audiences
• Create intensive daytime occupational training for participants who seek retraining

• Implement credit/non-credit partnerships with business and government

• Work with faculty to develop potential non-credit courses as a revenue source to supplement divisional needs

2. Sustain a caring customer service focus by supporting staff development activities that foster creativity.

• Provide opportunities for the professional growth of staff

• With administrative support, encourage and reward faculty and staff who contribute their expertise to OCET

3. Build financial accountability and become more cost effective.

E. Institutional Support

The Institutional Support unit includes the Office of the Provost, the Office of the Director for Administrative Services, the Business Office, the Human Resources Office, and Campus Operations and Maintenance. As a service unit to the College, its overall goal is to provide the best quality service with efficiency and effectiveness in the areas of financial and budgetary management, procurement and inventory management, personnel management and administration, facilities and grounds maintenance, security, and auxiliary services.

1. Provost’s Office

• Create strategic alliances with a variety of partners in both the private and public sectors to expand the role of the College from an educational enterprise to a vital resource in community capacity building and economic development

• Guide the College in developing comprehensive academic and financial plans and in assessing these plans annually

• Guide the College to meet University, legislative, and accreditation expectations for accountability
• Identify and act on opportunities to generate revenues for the College and increase private financial support for activities

• Promote infrastructure support for new technologies to prepare students for the quickly changing world in which they must live, study, and work.

2. Office of Administrative Services

A. Director of Administrative Services

• Budget annually for repairs and maintenance
• Develop and fund an equipment replacement schedule

B. Business Office

• Improve the accuracy and timeliness of fiscal information for the College both internally and externally
• Improve procurement of goods and services in compliance with University, State, and Federal rules and regulations
• Keep current with technological advances in computers and related software, and compatible with system-wide requirements
• Take advantage of University autonomy to streamline bureaucracy

C. Human Resources Office

• Provide quality service to all employees
• Keep abreast of current University, State, and Federal rules and regulations in order to efficiently provide a wide array of services
• Keep current with technological advances in computers and related software, and compatible with system-wide requirements

D. Operations and Maintenance

• Support technology as it relates to improving the work environment
• Support opportunities that bring employees together to share ideas, express concerns, and provide new approaches and methods of doing jobs more effectively
• Create a beautiful and safe environment on campus for students, faculty, staff, and the community

• Strive to provide quality service

• Improve participation in campus and community activities

VI. ASSESSMENT

The Accrediting Commission for Community and Junior Colleges evaluation team that visited the College on November 2-4, 1994, identified two major recommendations related to Commission standards in its Summary:

1. "That the College create a planning process which is formal, college-wide, systematic and coordinated. The process should set college direction, identify institutional priorities, and use program reviews and research in each sector of the College to measure effectiveness. Planning should be done on an annual basis and should ensure that individual area plans are linked to and reflect the college-wide plan. All segments of the College community should be involved in the process. The college-wide planning process should drive the budget"; and

2. "That the College develop and implement a written policy which articulates a decision making process which includes persons in the process who will be affected by the decisions and which clearly states the role and participation of faculty, support staff and students on College governing, policy making, planning, budgeting, and special purpose bodies."

In subsequent annual reviews, continuing progress in each of these areas will need to be assessed.

Approved by the LCC Senate on October 27, 1999